



The Primary Language Curriculum

# Foreign languages in education strategy

## Languages: Curriculum and assessment

# Primary

## Towards an integrated language curriculum

Primary English Curriculum and Primary Gaeilge Curriculum (1999)	Primary Language Curriculum (2015)
Strand	
Strand Unit	Element
Different Strands and Strand Units for English and Gaeilge	The <b>same Strands and Elements</b> for English and Gaeilge.
Curriculum Objectives	<b>Curriculum Outcomes</b>
-	<b>Progression Continua</b>
Assessment advice in Guidelines	<b>Examples</b> of Children's Language Learning in the Primary Language Toolkit (online)
Guidelines	<b>Support Material</b> for Teachers in the Primary Language Toolkit (online)

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# Learning Outcomes: English and Gaeilge



# Learning Outcomes

## Strand: Reading

Element	Learning outcome number and label	Stage 1: Junior and senior infants (Milestones a-e) <i>Through appropriately playful learning experiences, children should be able to*</i>	Stage 2: First and second classes (Milestones d-h) <i>Children should be able to*</i>
Developing communicative relationships through	LO1 Engagement	Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others <a href="#">TF1, C1+2</a>	
	LO2 Motivation and choice	Choose, read and talk about <u>text</u> in a range of genres for pleasure and interest <a href="#">TF2, C1</a>	Choose, read and talk about <u>text</u> in a range of genres for pleasure, interest and specific purposes <a href="#">TF2, C2</a>
Understanding the content and structure of language	LO3 Conventions of print	Identify and use basic <u>conventions of print</u> in text <a href="#">TF3, C1</a>	Use <u>conventions of print</u> to help understand <u>text</u> <a href="#">TF3, C2</a>
	LO4 Phonological awareness	Play with and recognise sounds such as syllables, rhyme, onset-rime and phonemes in spoken words	
	LO5 phonics and word recognition	Recognise, name and sound all lower and upper case letters and common letter patterns, displaying some <u>word identification strategies</u> when reading <u>instructional and independent level texts</u>	Use phonic knowledge and a range of <u>word identification strategies</u> with flexibility and confidence when reading <u>instructional and independent level texts</u> <a href="#">TF5, C2</a>
	LO6 Vocabulary	Talk about and use new vocabulary as it arises drawing on context, words with similar meaning and words with the same sound but different meaning, to assist understanding <a href="#">TF6, C1+2</a>	Use a range of <u>vocabulary strategies</u> and knowledge of <u>synonyms, antonyms and homonyms, affixes and root words</u> to clarify and discuss the meaning of unknown words and phrases as they arise <a href="#">TF6, C1+2</a>



# LANGUAGE Continuum

A

B

C

D

E

F

G

H

## CONTINUUM

Developing  
communicative  
relationships  
through language

### ENGAGEMENT AND MOTIVATION

A

#### THE CHILD...

A1 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

A2 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

A3 chooses to create texts based on personal interests, **experiences**, familiar topics and prior knowledge

B

#### THE CHILD...

B1 chooses to create texts based on **personal interests**, experiences, familiar topics and prior knowledge

B2 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

C

#### THE CHILD...

C1 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

C2 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

### CONVENTIONS OF PRINT AND SENTENCE STRUCTURE

#### THE CHILD...

A1 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

A2 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

A3 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

#### THE CHILD...

B1 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

B2 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

#### THE CHILD...

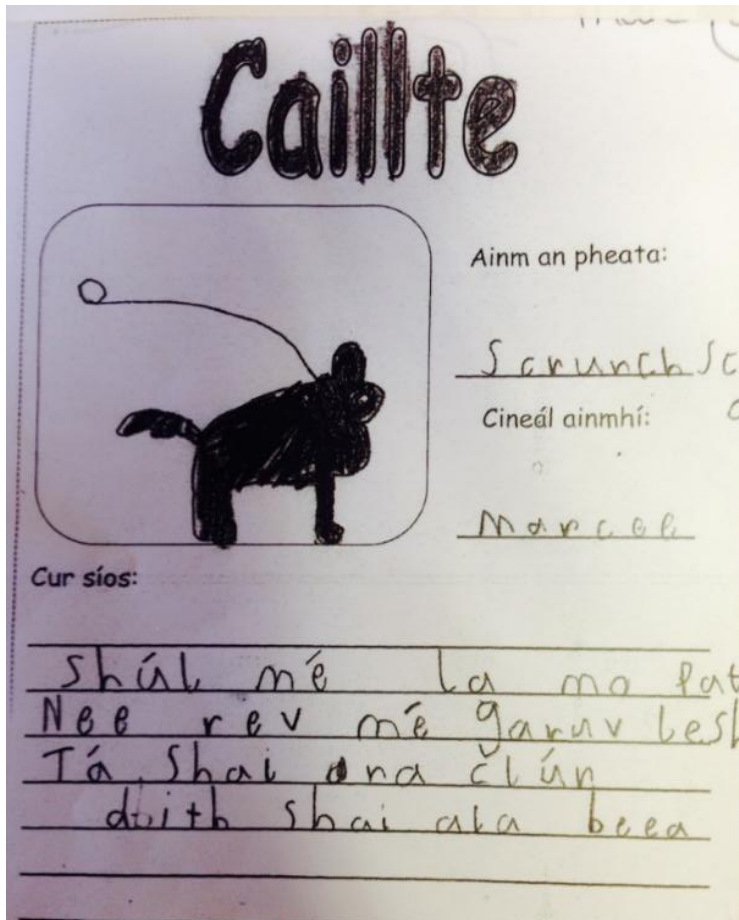
C1 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge

C2 chooses to create texts based on personal interests, experiences, familiar topics and prior knowledge



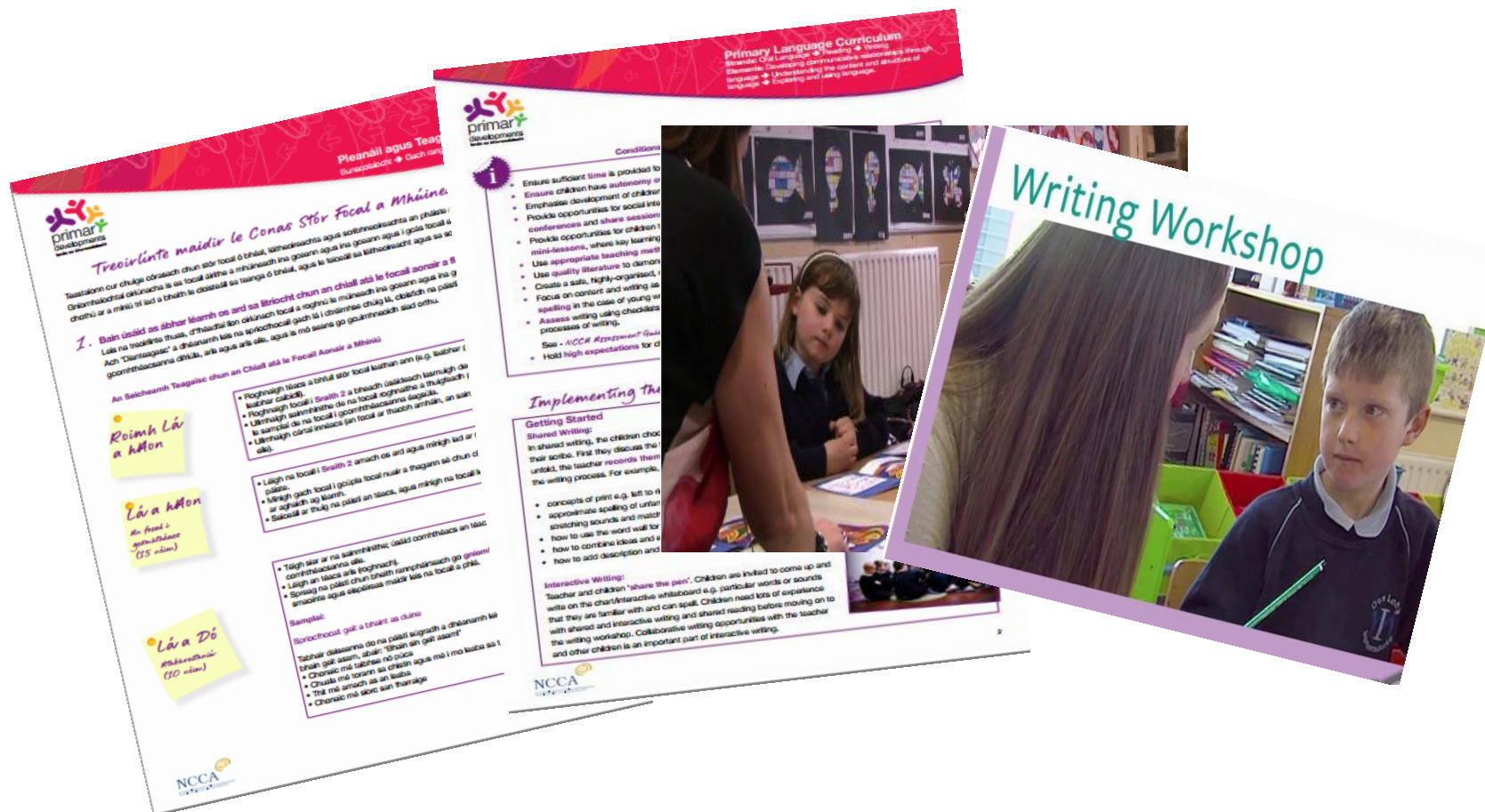


# Examples of children's work



- Milestone: c
- Context: This sample was created independently during free play.
- Steps:
- Uses random strings of letters to represent text
- Writes left to right
- Talks about and uses more detailed drawings in their own texts
- Planning for further learning:
- Use some phonetically correct letters to represent individual words
- Show increased understanding of conventions of print

# Support Materials



# Languages in the new junior cycle



- English – in schools
- Gaeilge – consultation stage
- Modern languages – commencing
- Short courses – Chinese Language and Culture
- PPLI short course template



# 24 Statements of learning

## Most relevant to language learning

The student:

1. Communicates effectively using a variety of means in a range of contexts in L1
2. Listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to his or her ability
3. Creates, appreciates and critically interprets a wide range of texts
6. Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture

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in which she/he lives

## Statement of learning 2

**listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to his/her ability**

- I can express what I'm thinking by speaking and writing in languages other than my first language; I understand the views and experiences of other people when they speak those languages. I read different types of texts in the languages to obtain information and knowledge. The ways of living and cultures in places where the languages are used are interesting to me and I like comparing them with life and culture in Ireland. I know that the skills that help me to learn one language are useful in learning another.

# Junior Cycle English

[NCCA Home](#) » [Junior cycle](#) » [Junior Cycle Subjects](#) » English

New features of this specification include learning outcomes across three strands, oral language, reading and writing.

There is a new focus given to **oral communication** which aims to promote greater engagement and thinking in the classroom and beyond. There will also be a new assessment in oral language as well as of students' collections of written school work.

Teachers, students and parents will be able to check progress by logging in to samples of student work where they will see the range of texts that students in junior cycle English create and see the learning outcomes in action.

[English Syllabus Pre- September 2014](#)

[List of texts 2014-17, 2015-18 and 2016-19](#)

[English Specification \(PDF\)](#)

[Overview and Rationale](#)

## Expectations for students

[View All](#)

ORAL LANGUAGE

READING

WRITING

## Explore Assessment

GENERAL INFORMATION

EXPECTATIONS FOR STUDENTS

EXAMPLES OF STUDENT WORK

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# Junior cycle: Modern foreign languages

## Four languages

- Background paper (commencing now)
- Development group
- Consultation (towards summer/early Autumn)
- Draft specification
  - for consultation (late 2015)
  - publication (early 2016)
- Introduction in schools (September 2017)



## Likely topics in background paper

- Current situation – common framework
- International perspectives
- Developments in Languages learning and teaching
- Role of CEFR and ELP
- Issues to be addressed
- Assessment
  - Two school-based components and one end ‘examination’

# Leaving Certificate

- Review of the oral assessment in LC Gaeilge (2015)
- English and the 4 modern foreign languages – review had commenced – align with JC
- Aligning the four languages – especially assessment
- Work to resume post-JC

## Other languages at LC

- Russian, Japanese and Arabic
- Hebrew Studies, Ancient Greek and Latin
- Non-curricular languages (16 languages, L1)

# Opportunities for improving language learning?

- Flexibility of junior cycle – short courses, other learning
- CPD for all teachers (Junior cycle)
- Raising language awareness through exploring the languages of the school
- Using new technologies to support language learning
- Raising the profile of languages at school level