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Syllabus for *Gaeilge* (ONL) – Nursery and Primary cycle

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¹ a. Insertion of the attainment descriptors (translation of document 2016-01-D-45-en-6 “Attainment Descriptors for all L1 at P5” approved by the Joint Teaching Committee on 8 and 9 February 2024 in Brussels with an entry into force on 1 September 2024;
b. insertion of annexes III 'General criteria for Achievement of Subject Objectives' and IV "General Criteria for The Child as a Learner' of document ref. 2013-09-D-38-en-11 “Assessment Tools for the Primary Cycle of the European Schools” approved by the Joint Teaching Committee by means of the Written Procedure 2023/40 on 10 November 2023 with an entry into force on 1 September 2024.

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Revised *Gaeilge* (ONL) Syllabus

Réamhrá

An Ghaeilge i gCóras Scoile na hEorpa ag leibhéal naíscoile agus bunscoile.

Is í an Ghaeilge an chéad teanga oifigiúil in Éirinn. San Aontas Eorpach, tá stádas teanga oifigiúil, oibre ag an nGaeilge. Laistigh den chóras scoile Eorpaí (ES), tá stádas Teanga Náisiúnta Eile (ONL) ag an nGaeilge. Ciallaíonn sé seo cé nach bhfuil rannóg teanga laistigh de scoil Eorpach ina bhfoghlaímíonn daltaí trí Ghaeilge, ní mór ceachtanna Gaeilge (ONL) a chur ar fáil do dhaltaí Éireannacha laistigh de rannóg *Anglophone* na scoileanna Eorpacha ar mian leo an teanga a fhoghlaim. Tá siollabas na Gaeilge (ONL) á rialú ag 2011-01-D-33-EN-9 Athbhreithniú ar Chinntí Bhord na nGobharnóirí maidir le heagrú staidéar agus cúrsaí sna Scoileanna Eorpacha; Doiciméad arna fhorghéas ag an mBord Gobharnóirí ag a chruinniú an 16, 17, 18 Aibreán 2013 arna mhodhnú le cinneadh ón mBord Gobharnóirí ina chruinniú an 3, 4, 5 Nollaig 2013 arna fhorghéas trí nós imeachta i scríbhinn Uimh. 2014/13 an 14 Bealtaine 2014. Teacht i bhfeidhm: 1 Meán Fómhair 2014. Tá an doiciméad seo ar fáil ag www.eursc.eu/BasicTexts/2011-01-D-33-en-9.pdf Is athbhreithniú é an siollabas Gaeilge (ONL) seo ar shiollabas 2006 chun aird a thabhairt ar an ngá atá le tuairisceoirí gnóthachtála a chur san áireamh do dhaltaí ag deireadh na Bunscoile 5 (P5) agus na 8 bpríomh-inniúlacht; Aithníonn an siollabas leasaithe seo freisin an curaclam teanga nua don Ghaeilge a tugadh isteach in Éirinn i Meán Fómhair 2018 do naíonáin shóisearachacha go rang a dó agus do rang a trí go rang a sé i mí Mheán Fómhair, 2019. Cuirtear san áireamh sa siollabas leasaithe seo freisin i gcóras scoile na hEorpa, go bhfoghlaímíonn gach dalta an dara teanga (T2) ó Bhunscoil 1 (thart ar 7 mbliana d'aois); ciallaíonn sé seo gur chóir do mhúinteoirí Gaeilge (ONL) a bheith eolach ar an siollabas T2 agus naisc a dhéanamh, nuair a bhíonn sé úsáideach, idir an siollabas T2, siollabas an Bhéarla agus siollabas na Gaeilge (ONL) chun eispéireas foghlama teanga na ndaltaí a shaibhriú agus cur lena bhfeasacht teanga go ginearálta.

Introduction

The Irish language in the European School System at nursery and primary level

Irish is the first official language of Ireland. In the European Union, the Irish language (*Gaeilge*) has the status of an official, working language. Within the European school (ES) system, *Gaeilge* has the status of an Other National Language (ONL). This means that while there is not a language section within a European school in which pupils learn through *Gaeilge*, lessons in *Gaeilge* (ONL) must be made available to Irish pupils within the Anglophone section of the European schools who wish to learn the language.

The *Gaeilge* (ONL) syllabus is regulated by 2011-01-D-33-EN-9 *Revision of the Decisions of the Board of Governors concerning the organisation of studies and course in the European Schools; Document approved by the Board of Governors at its meeting of 16, 17, 18 April 2013 modified by decision of the Board of Governors in its meeting of 3, 4, 5 December 2013 approved by written procedure No 2014/13 on 14 May 2014. Entry into force: 1 September 2014.* This document is available at www.eursc.eu/BasicTexts/2011-01-D-33-en-9.pdf

This *Gaeilge* (ONL) syllabus is a revision of the 2006 syllabus to take account of the need to include attainment descriptors for pupils at the end of Primary 5 (P5) and the 8 key competences; this revised syllabus also acknowledges the new language curriculum for Irish that was introduced in Ireland in September 2018 for Junior Infants to Second Class and for third class to sixth class in September, 2019. This revised syllabus is also conscious that in the European School system, all pupils learn a second

language (L2) from Primary 1 (approx. 7 years of age); this means that teachers of *Gaeilge* (ONL) should familiarise themselves with the L2 syllabus and make connections, where useful, between the L2 syllabus, the English language syllabus and the *Gaeilge* (ONL) syllabus in order to enrich the language learning experience for pupils and enhance their language awareness generally.

Introduction

La langue irlandaise dans le système scolaire européen au niveau maternel et primaire

L'irlandais est la première langue officielle de l'Irlande. Dans l'Union européenne, la langue irlandaise (*Gaeilge*) a le statut de langue de travail officielle. Au sein du système des écoles européennes (ES), *Gaeilge* a le statut d'une autre langue nationale (ONL). Cela signifie que s'il n'y a pas de section linguistique dans une école européenne dans laquelle les élèves apprennent par *Gaeilge*, des cours de *Gaeilge* (ONL) doivent être mis à la disposition des élèves irlandais de la section anglophone des écoles européennes qui souhaitent apprendre la langue.

Le programme *Gaeilge* (ONL) est réglementé par la révision 2011-01-D-33-FR-9 des décisions du conseil supérieur concernant l'organisation des études et des cours dans les écoles européennes; Document approuvé par le conseil des gouverneurs lors de sa réunion des 16, 17 et 18 avril 2013 modifié par décision du conseil des gouverneurs en sa réunion des 3, 4 et 5 décembre 2013 approuvé par procédure écrite n° 2014/13 le 14 mai 2014. Entrée en vigueur: 1er septembre 2014. Ce document est disponible sur www.eursec.eu/BasicTexts/2011-01-D-33-en-9.pdf

Ce syllabus de *Gaeilge* (ONL) est une révision du syllabus de 2006 pour tenir compte de la nécessité d'inclure des descripteurs de niveau pour les élèves à la fin de la 5e primaire (P5) et des 8 compétences clés; ce programme révisé reconnaît également le nouveau programme de langue pour l'irlandais qui a été introduit en Irlande en septembre 2018 pour les jeunes enfants de la deuxième classe et de la troisième à la sixième classe en septembre 2019. Ce programme révisé est également conscient que dans le système scolaire européen, tous les élèves apprennent une deuxième langue (L2) en primaire 1 (environ 7 ans); cela signifie que les enseignants de *Gaeilge* (ONL) devraient se familiariser avec le syllabus L2 et établir des liens, le cas échéant, entre le syllabus L2, le syllabus anglais et le syllabus *Gaeilge* (ONL) afin d'enrichir l'expérience d'apprentissage des langues pour les élèves et améliorer leur connaissance de la langue en général.

Einführung

Die irische Sprache im Europäischen Schulsystem im Kindergarten und in der Grundschule

Irish ist die erste Amtssprache Irlands. In der Europäischen Union hat die irische Sprache (*Gaeilge*) den Status einer offiziellen Arbeitssprache. Innerhalb des Europäischen Schulsystems (ES) hat *Gaeilge* den Status einer anderen Landessprache (ONL). Dies bedeutet, dass es innerhalb einer europäischen Schule keine Sprachsektion gibt, in der die Schüler durch *Gaeilge* lernen, während der Unterricht in *Gaeilge* (ONL) irischen Schülern in der englischsprachigen Sektion der europäischen Schulen zur Verfügung gestellt werden muss, die die Sprache lernen möchten. Der *Gaeilge*-Lehrplan (ONL) ist durch die 2011-01-D-33-DE-9-Überarbeitung der Beschlüsse des Obersten Rates über die Organisation von Studien und Kursen an den Europäischen Schulen geregelt. Vom Gouverneursrat in seiner Sitzung vom 16., 17. und 18. April 2013 genehmigtes Dokument, geändert durch Beschluss des Gouverneursrats in seiner Sitzung vom 3., 4. und 5. Dezember 2013, genehmigt durch das schriftliche Verfahren Nr. 2014/13 am 14. Mai 2014. Inkrafttreten: 1. September 2014. Dieses Dokument ist verfügbar unter www.eursec.eu/BasicTexts/2011-01-D-33-en-9.pdf Dieser *Gaeilge*-Lehrplan (ONL) ist eine Überarbeitung des Lehrplans von 2006, um der Notwendigkeit Rechnung zu tragen,

Leistungsbeschreibungen für Schüler am Ende der 5. Grundschule (P5) und der 8 Schlüsselkompetenzen aufzunehmen. In diesem überarbeiteten Lehrplan wird auch der neue Lehrplan für Irisch berücksichtigt, der in Irland im September 2018 für Kleinkinder der zweiten Klasse und in der dritten bis sechsten Klasse im September 2019 eingeführt wurde. In diesem überarbeiteten Lehrplan wird auch berücksichtigt, dass im System der Europäischen Schulen Alle Schüler lernen eine zweite Sprache (L2) ab Grundschule 1 (ca. 7 Jahre). Dies bedeutet, dass sich *Gaeilge*-Lehrer (ONL) mit dem L2-Lehrplan vertraut machen und gegebenenfalls Verbindungen zwischen dem L2-Lehrplan, dem Lehrplan für Englisch und dem *Gaeilge*-Lehrplan (ONL) herstellen sollten, um die Lernerfahrung für Schüler und Studenten zu verbessern verbessern ihr Sprachbewusstsein im Allgemeinen.

1. General Objectives of the European Schools

The European schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences (knowledge, skills and attitudes) across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006, the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship for social inclusion and for employment:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basis competences in science and technology
4. Digital competence,
5. Learning to learn.
6. Social and civic competences,
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

2. Didactic Principles

The learning and teaching of all subjects in the ES is based on the following didactic principles

-Integrated teaching and learning: Links and correlations among the different areas of the ES curriculum make learning a more comprehensive and meaningful experience.

-Active learning: Pupils gradually become responsible for their own learning process.

These principles are applied through a variety of teaching and learning approaches and strategies, the use of differentiated teaching methods, and the use of a wide range of learning resources (including digital tools and resources.)

A communicative approach is the required approach to the teaching of *Gaeilge* (ONL). This approach is learner-centred; the main emphasis is on the learner fulfilling a communicative need. A communicative approach focuses on the communication of meaning and messages with the teacher modelling and reusing the target language on a focused and frequent basis.

This communicative approach has three phases

- *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 functions 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 teacher identifies errors. This informs the teacher's subsequent planning and provision for learning.
- *Post-communicative phase:* supported by the teachers; learners consolidate their learning and transfer it to other activities. The teacher looks ahead to the next stage and plans for future input and teaching.

Within the context of this communicative approach, the *Gaeilge* (ONL) syllabus places an emphasis on a play-based approach to learning for pupils from Nursery (N) 1 to Primary (P) 1; this reflects the emphasis in educational research on a play-based approach to learning which is becoming increasingly the norm in the infant classes in the national school system in Ireland. In line with the cultural context for the Irish language and in order to provide pupils with exposure to a rich language-experience, this syllabus also places an emphasis for all pupils on learning through story-telling and the learning of *Gaeilge* (ONL) as a whole-language learning experience. In line with the Irish government's '*20 Year Strategy for the Irish Language 2010-2030*' - in particular the need to 'give life to the Irish language outside the classroom for the young people who study it in the formal education system', -time should be found for pupils studying *Gaeilge* (ONL) to come together to share and celebrate their learning (Annex 8). Similarly teachers should consider setting up on-line partnership projects with schools in Ireland where connections can be forged between the European schools and primary schools in Ireland, where the links between Irish pupils and their homeland can be fostered and where the place of the Irish language in Europe can be re-affirmed and strengthened (Annex 9)

3. Learning Objectives

Table One sets out the main learning objectives expressed as outcomes to be attained at the end of the nursery cycle and at the end of the primary cycle

Table One

Eisteacht (E) ag deireadh N2	Eisteacht (E) ag deireadh P5
<p>Úsáideann an páiste ciúna colainne, gothaí agus tuin an ghutha in éineacht le comhthéacs chun focail/frásaí nua a thuiscint. (EB.1)</p> <p>Éisteann an páiste le rainn, le hamhráin agus le cluichí teanga agus glacann páirt iontu trí ghníomhaíochtaí agus an teanga chuí in úsáid aige/aici. (EB.2)</p> <p>Leanann an páiste treoracha aonchéime (m.sh tóg, tar, bí) agus léiríonn tuiscint i gcomhthéacsanna éagsúla trí iarracht a dhéanamh bheith ag déanamh aithris ar an méid a chonaic agus a chuala sé/sí. (EB.3)</p>	<p>Éisteann an páiste chun na príomh-theachtaireachtaí a thuiscint agus tugann sé/sí aird ar eolas a chuirtear i láthair sa téacs (EE.1)</p> <p>Éisteann an páiste le filíocht agus le scéalta (scéalta ó mhiotaseolaíocht na hÉireann san ábhar) agus tá sé/sí in ann athinsint bhunúsach a dhéanamh ar an scéal. Tá tuiscint níos leithne ag an dalta ar roinnt sean nósanna Éireannacha a bhaineann le féilte éagsúla m.sh Oíche Shamhna agus An Nollaig (EE.2)</p> <p>Cuireann agus freagraíonn an páiste do réimse níos leithne ceisteanna agus freagraíonn do threoracha a bhfuil níos mó ná trí chéim iontu. (EE.3)</p> <p>Léiríonn an páiste níos mó tuisceana ar phríomhghnéithe canúna de réir a chéile (EE.4) m.sh. cad / céard/ fuaimniú “raibh” sna canúintí éagsúla</p>
<p>Labhairt ag deireadh N2</p>	<p>Labhairt ag deireadh P5</p>
<p>Úsáideann an páiste focail agus frásaí ó scéal agus déanann sé/sí iad a athinsint. (LB.1)</p>	<p>Tuigeann agus úsáideann an páiste stór focal agus frásaí ó scéalta, ó théacsanna fíriciúla agus ó thopaicí atá bunaithe ar an gcuraclam, Tosaíonn ar na focail sin a úsáid i gcomhthéacsanna nua (LE.1) m.sh. Tá póstaer agam de dhineasár ar an mballa i mo sheomra codlata.</p> <p>Ainmníonn an páiste rudaí, daoine, imeachtaí, coincheapa agus ábhair aitheanta, míníonn iad, cuireann síos orthu (LE.2) m.sh. Is madra é. Tá sé dubh agus bán / Sin é an caisleán agus tá sé go hálainn.</p>

<p>Tugann an páiste ainm ar bhréagain agus ar ghnáthrudai aitheanta. (LB.3)</p>	<p>Tugann an páiste cúiseanna le ballraíocht ruda i gcatagóir áirithe.(LE.3) m.sh. Tá leabhair i mo sheomra leaba mar is maith liom bheith ag léamh.</p>
<p>Beannaíonn an páiste agus freagraíonn mar is cuí do bheannachtaí. (LB.4)</p>	<p>Tá an páiste in ann freagra cuí a thabhairt ar réimse níos leithne d’ fhrásaí a úsáidtear go rialta i dtimpeallacht na scoile.(LE.4) m.sh. Cá bhfuil an leabhar? Tá sé <u>thuas</u> ar an mbord. Tá sé <u>istigh</u> i mo mhála.</p>
<p>Freagraíonn an páiste do spreagthaí trí abairtí agus frásaí áirithe atá foghlama aige. (LB.5)</p>	<p>Labhraíonn an páiste faoi smaointe agus faoi mhothúcháin daoine eile agus glacann páirt i bplé.(LE.5) m.sh. Ceapaim go bhfuil an cailín sin an-chairdiúil</p>
<p>Déanann an páiste roghanna agus iarratais shimplí agus cuireann ceisteanna simplí. (LB.6)</p>	<p>Úsáideann an páiste abairtí agus ceisteanna iomlána agus luann cúiseanna le hiarratais phearsanta, nuacht agus mothúcháin a chur in iúl.(LE.6) m.sh. Tá úll i mo mhála mar is maith liom úlla.</p>
<p>Glacann an páiste páirt i gcluichí aithrise agus scéalaíochta, rainn agus amhráin. (LB.7)</p>	<p>Úsáideann an páiste uainíocht (fanann sé/sí ciúin nuair atá duine eile ag caint leis/léi) agus teagmháil súl agus comharthaíocht choirp chuí chun cur leis an gcumarsáid. (LE.7)</p>
<p>Úsáideann an páiste ráitis ilfhoclacha agus frásaí coitianta gearra agus úsáideann abairtí bunúsacha agus é/í ag déanamh aithris ar dhuine nó ag rá rudai in éineacht le duine. (LB.9)</p>	<p>Úsáideann an páiste an aimsir chaite, an aimsir láithreach agus an aimsir fháistineach in abairtí coitianta. Féincheartú ar bun. (LE.8)</p> <p>Insíonn an páiste réimse níos leithne imeachtaí san am atá thart, san am i láthair agus sa todhchaí(LE.9). Athinsíonn sé/sí na himeachtaí atá inste ag páistí eile m.sh. Bhí cluiche ann inné agus bhí sé go hiontach. Tá cluiche againn ag am lóin inniu ach ní bheidh aon chluiche agam amárach mar beidh mé ag dul ag snámh/Bhí cluiche ag Daragh inné.</p>
<p>Le cabhair, roinneann an páiste scéal, gníomhaíocht nó imeacht pearsanta aithnidiúil a chur in iúl, ag úsáid focail aonair nó as cumasc d’fhocail nó as a lán focal. (LB.10)</p>	<p>Ainmníonn an páiste fadhb, cuireann síos uirthi, tugann na príomhshonraí agus tugann réitigh a d’fhéadfadh bheith ar an bhfadhb. (LE.10) m.sh. Chaill mé mo chóipleabhar. Tá m’ainm ar an gclúdach. B’fhéidir go bhfuil sé sa seomra ceoil/ceannóidh mé cóipleabhar nua.</p>

<p>Úsáideann an páiste teanga i súgradh bréagach chun cnámha scéalta simplí samhailteacha a chruthú le piaraí agus le daoine eile (LB.12)</p> <p>Tosaíonn an páiste ar an aidiacht shealbhach (mo, do, etc) a úsáid go neamhfhoirmiúil . (LB.13)</p> <p>Tosaíonn an páiste ar an tuiseal tabharthach (LB.14 m.sh ar an mbus/bhus/ ag an gcaillín/chailín agus ar fhorainmneacha réamhfhoclacha (m.sh agam, agat, orm, ort etc) a úsáid go neamhfhoirmiúil i bhfrásaí aitheanta.</p>	<p>Úsáideann an páiste réimíreanna agus forainmneacha ainmneacha agus cuspóireacha araon mar is ceart. (LE.11) m.sh. sé / é siad/iad</p> <p>Úsáid níos cruinne, níos leithne agus níos neamhspleáí do struchtúr abairte agus gramadach. (LE.12)</p> <p>Úsáideann an páiste an aimsir chaite, an aimsir láithreach agus an aimsir fháistineach in abairtí coitianta.(LE.13)</p> <p>Úsáideann an páiste an inscne chúí i gcás focail aitheanta áirithe (LE.14) m.sh. an fhuinneog, an bord, an eochair, an t-uisce</p>
<p>Leitheoireacht ag Deireadh N2</p>	<p>Leitheoireacht ag Deireadh P5</p>
<p>Taitníonn gníomhaíochtaí a léitear os ard leis an bpáiste agus úsáideann sé/sí a c(h)uid <i>Gaeilge</i> chun labhairt faoi léaráidí agus léann i suíomhanna súgartha.(Lt. B.1)</p>	<p>Taitníonn sé leis an bpáiste réimse níos leithne seanraí a fhiosrú agus úsáideann sé léaráidí agus téacs chun tuair a chomhroinnt agus chun brí a chur in iúl.(Lt. E.1)</p>
<p>Taitníonn sé leis an bpáiste bheith ag comhlánú línte nó focail atá ar iarraidh ar rann. (Lt. B.2)</p> <p>Léiríonn an páiste ábaltacht rithim a bhualadh amach. (Lt. B.3)</p> <p>Tosaíonn an páiste ag leanúint pictiúr agus focal, agus a mhéar nó uirlis éigin in úsáid aige/aici. (Lt B.4)</p>	<p>Aithníonn an páiste fuaimeanna tosaigh, meánacha agus deiridh i bhfocail a bhfuil trí fhóinéim iontu (Lt.E.2) agus deighleann agus cumascann focail labhartha a bhfuil dhá, trí, ceithre agus cúig fhóinéim iontu. (Lt.E.3) m.sh. páirceanna liathróidí.</p> <p>Cumascann an páiste túsfhoghar agus foghar deiridh agus comhaireann, deighleann, fuaimníonn agus cumascann siollaí i bhfocail labhartha (Lt.E.4)</p>
	<p>Léann an páiste réimse focail ardmhnicíochta agus léann abairtí gearra simplí.(Lt. E.5)</p> <p>Léann an páiste abairtí gearra simplí nach n-eiríonn go díreach as na hábhair labhartha ach a bhaineann úsáid as an bhfoclóir a bhaineann leis na téamaí seo; tá an dalta in ann a eolas faoi fhuaimneanna litreacha cur chun focail a aithint (Lt E.6).</p>

	<p>Aithníonn an páiste nuair a chailtear líne nó focal agus ceartaíonn é/í féin agus é/í ag úsáid leideanna comhréire.(Lt.E.7)</p> <p>m.sh. Tá an madra X tafann</p> <p>Tá an madra AG tafann</p>
Scríbhneoireacht ag deireadh N2	Scríbhneoireacht ag deireadh P5
<p>Aithníonn an páiste roinnt litreacha i bhfocail atá feicthe aige/aici (m.sh ar mballaí an tseomra ranga) cheana agus úsáideann iad sin agus siombailí eile chun téacs a léiriú a thagann suas go nádúrtha as na hábhair sugartha (SB.1)</p> <p>m.sh liosta siopa.</p>	<p>Fuaimníonn agus ainmníonn an páiste gach litir; úsáideann roinnt consan agus gutaí cearta i neaslitríú agus litríonn roinnt focal ardmhínicíochta agus aitheanta; tosaíonn ag úsáid foclóra.(SE.1)</p>
<p>Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trína gcuid marcanna (SB.2)</p>	<p>Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trí raon maith focal agus frásaí a scríobh go neamhspleách a thagann as ábhar labhartha.(SE.2)</p> <p>m.sh. nóta a chur chuig cara / cuireadh a thabhairt do chóisir breithlae.</p>
	<p>Tosaíonn an páiste ag scríobh i réimse seánraí (m.sh seánraí pearsanta agus ficsin) trí úsáid a bhaint as bunstruchtúr atá cúí don seánraí faoi leith, ag meaitseáil teanga le cuspóir, seánra agus lucht éisteachta.(SE.3)</p> <p>m.sh. scéal a chumadh (fiscean) nó dialann a choimeád)</p>

4. Contents

Table Two: Content of the Syllabus

	Nathanna Cainte (samplaí)	Gramadach	Fuaimeanna a athrá agus a iniúchadh	Briathra áirithe a fhoghlaim
N1 agus N2	<p>Dia duit? Dia is Muire duit! Conas atá tú? Cad is ainm duit? Cen aois tú? Seo é mo lá breithe. Slán! Slán leat!</p>	<p>Animfhocal: Mé féin agus mo chlann, eadaí, sa bhaile, ar scoil, bia, ócáidí speisialta, siopa, aimsir, caitheamhaimsire, siopadóireacht,</p> <p>Ainm bhriathartha a bhaineann le téamaí thuasluaite e.g ag rith, ag siúl srl.</p> <p>Aidiachtaí: dathanna, méid, mothúcháin,</p> <p>Alt: an, na</p> <p>Briathar: Láithreach, modh ordaitheach dearfach agus diúltach</p> <p>Aidiacht Shealbhach: mo</p> <p>Réamhfhocail: ar, ag, le</p> <p>Forainmneacha Pearsanta: mé, tú</p> <p>Forainm Réamhfhoclach: Orm, agam, liom/liomsa</p> <p>Ceisteanna: Cé tusa? Céard é seo? An bhfuil... an-maith leat..... Conas atá tú? Conas atá an aimsir? Cad é seo?</p>		

	Nathanna Cainte (samplaí)	Gramadach	Fuaimeanna a athrá agus a iniúchadh	Briathra áirithe a fhoghlaim
N1 agus N2		<p>Uimhreacha: (tuiscint ó bheith ag éisteacht leis an múinteoir ag baint úsáid astu) Maoluimhreacha, bunuimhreacha neamhphearsanta, uimhreacha pearsanta, orduimhreacha (1-5)</p> <p>Laethanta na Seachtaine</p>		
P1 agus P2	<p>Cá bhfuil tú i do chónaí?</p> <p>Cé mhéad duine i do chlann?</p> <p>Cé acu is maith leat/ is fearr leat?</p> <p>Ar mhaith leat? ba/níor mhaith..</p> <p>Tá mé go maith ag....</p> <p>Is maith liom bheith ag....</p> <p>An bhfuil cead agam...a...?</p> <p>An bhfuil cead agam mo pheann luaidhe a bhearradh?</p> <p>Cé atá tinn?</p> <p>Tá biseach orm anois...</p>	<p>Ainmfhocal: Mé féin agus mo chlann, eadaí, sa bhaile, ar scoil, bia, ócáidí speisialta, siopa, aimsir, caitheamhaimsire, siopadóireacht, An saol sa scoil Eorpach.</p> <p>Ainmbhriathra a bhaineann le téamaí thuasluaite e.g ag rith, ag siúl srl.</p> <p>Aidiachtaí: dathanna,méid, mothúcháin</p> <p>Aimsirí: Aimsir Chaite (ag teacht isteach ag deireadh P2), Aimsir Láithreach,An Modh Ordaitheach; dearfach agus diúltach.</p> <p>Céard a rinne tú inné? Cad a tharla sa scéal? Lá amháin....</p> <p>An t-Am:...a chlog</p> <p>Aidiacht Shealbhach: do, a, a/ I mo/a/a shuí, sheasamh srl.</p> <p>Aidiacht Shealbhach: mo + h</p>	<p>Ín, á, ón, b-, c-, -a,s-,t-, aí, ta,-ch-, l-,án S-, -á-, -ó-, -at-</p> <p>Aithníonn roinnt patrún i gcás 38/42 bhunfhuaim na <i>Gaeilge</i>.</p> <p>Déanann an páiste idirdhealú idir dhá fhuaim ó bhéal</p> <p>Aithníonn an páiste focail mar aonaid fuaime laistigh d’abairtí. (m.sh. císte/ bríste)</p> <p>Tosaíonn an páiste ag aithint túsfhoghair agus foghar deiridh. (m.sh páiste chat súgradh)</p> <p>Aithníonn an páiste roinnt focal ardmhnicíochta i gcomhthéacsanna</p>	<p>bí, ól, ith, tabhair,tóg, cuir, teigh, conaic, ceannaigh, tar, tosaigh, rith, siúil, suí, seas, oscail, dún, las, much, stop, clois</p> <p>(An aimsir chaite ag teacht isteach le linn P2 agus na daltaí ag roinnt a nuacht lena chéile.)</p>

	Nathanna Cainte (samplaí)	Gramadach	Fuaimeanna a athrá agus a iniúchadh	Briathra áirithe a fhoghlaim
P1 agus P2		<p>Forainmneacha pearsanta: sé, sí, siad.</p> <p>Forainm Réamhfhoclach: dom</p> <p>Réamhfhocail: faoin/ ar an/sa ort..... agam, agat.....liom, leat.... dom, duit</p> <p>Inscne: a aithint</p> <p>Ceisteanna: Cé atá ag.../Cén dath atá ar.../Cá bhfuil... /An maith le.../ Inis dom faoi... /An bhfuil...agat? Is maith liom a bheith ag...Cen fáth... Cathain.... Ar mhaith....</p> <p>Nasc-focal : Úsáid chun abairtí gearra a cheangal (agus, ach,mar etc)</p> <p>Uimhreacha: (Úsáid na bhfocal) maoluimhreacha, bunuimhreacha neamhphearsanta, uimhreacha pearsanta,orduimhreacha (5-10)</p> <p>Míonna agus Séasúr na Bliana:</p> <p>Logainmneacha: áiteanna dúchais na ndaltaí</p> <p>Scéalta béaloidis na hÉireann: éisteacht le scéal faoi Naomh Pádraig.</p>	<p>n-aitheanta agus úsáideann litir nó dhó, go minic an chéad cheann agus an ceann deiridh, chun focail eile a aithint de réir mar a thagann siad orthu.</p>	

	Nathanna Cainte (samplaí)	Gramadach	Fuaimeanna a athrá agus a iniúchadh	Briathra áirithe a fhoghlaim
P1 agus P2		Sean-nósanna Éireannacha m.sh Óiche Shamhna agus nósanna Éireannacha le linn féilte ar nós na Nollag.		
P3 agus P4	Níos óige/níos sine. Conas a thagann tú ar scoil? An bhfuil cead againn/ an féidir linn? Cé acu is maith leat/ is fearr leat? Rothaíocht nó marcaíocht? Ar mhaith leat teacht go dtí mo chóisir? Cá mbeidh sé ar siúl? Cén t-am? Cá áit? Cén lá/data? Cén t-ábhar scoile is maith leat. Is fearr leat? B'fhéidir... ..i gceann cúpla nóiméad Gan mhoill... Ina dhiaidh sin...	Animfhocal: Mé féin agus mo chlann, eadaí, sa bhaile, ar scoil, bia,ócáidi speisialta, siopadóireacht, aimsir, caitheamh aimsire, An saol sa scoil Eorpach. Uimhir iolra: bun-nascaigh iolraí (m.sh madraí, carranna) Ainmbhriathartha a bhaineann le téamaí thuasluaite e.g ag rith, ag siúl srl. Aimsirí: Aimsir Chaite,Aimsir Láithreach, Modh Ordaitheach,Aimsir Fháistineach; dearfach agus diúltach Céard a rinne tú inné? Cad a tharla sa scéal? Lá amháin.... Cad a dhéanann tú Dé Sathairn? Cad a dhéanfaidh tú ar an Satharn seo chughainn? Inscne: tús a chur ar úsáid Ceisteanna: Cad atá ar siúl sa...../ Cén saghas lae a bhí ann inné...atá ann inniu? An bhfuil ocras...tuirse srl ort? Cé acu is maith/fearr/breá/fuath leat? Ar mhaith leat? Cén fáth.... Cathain... Uimhreacha: Maoluimhreacha (0-50)	Déanann an páiste idirdhealú idir dhá fhuaim ó bhéal m.sh. Tá an <u>fear</u> ag siúl ar an bh <u>féar</u> . Aithníonn an páiste fuaimeanna tosaigh, meánacha agus deiridh i bhfocail de réir mar a thagann sé orthu. m.sh <u>liathróid</u> Aithníonn an páiste fuaimeanna gutaí gearra agus fada, cumascann fóinéimí agus aithníonn roinnt patrún coiteann roinnt patrún i gcás 38/42 bhunfhuaim na <i>Gaeilge</i> . m.sh. fada / oíche / fear / deas/ mear/	(<i>Príomhbhriathra a mhúineadh chomh maith le briathra a bhaineann leis na téamaí éagsúla.</i>) bí, ól, ith, tabhair,tóg,cuir, teigh, feic,ceannaigh,tar,tosaigh, rith,, siúil, suí,seas, oscail, dún, las, múch, stop, clois, dúisigh, glaoigh, bailigh, caith, beir, tarraing, inis, féach, buail, déan, pioc, preab, sroich, imigh, sleamhnaigh, fan, fág

	Nathanna Cainte (samplaí)	Gramadach	Fuaimeanna a athrá agus a iniúchadh	Briathra áirithe a fhoghlaim
P3 agus P4	Ar feadh tamaill... Tar éis tamaill... Tar éis...	<p>bunuihmreacha neamhphearsanta, (0-20) uimhreacha pearsanta, (0-10) orduimhreacha (0-10)</p> <p>Aidiachtaí: mothúcháin, móid, pearsantacht</p> <p>Gluaiseacht: suas/síos</p> <p>An tAm: ceathrú tar éis, leathuair tar éis, ceathrú chun...</p> <p>Réamhfhocal Simplí agus an tAlt: urú/séimhiú ar an mbord ar an bhus</p> <p>Forainm Réamhfhoclach: Orm, ort..... agam, agat.....liom, leat.... dom, duit.....</p> <p>Dáta agus Dáta Breithe</p> <p>Logainmneacha: áiteanna dúchais na ndaltaí</p> <p>Scéalta béaloidis na hÉireann: éisteacht.</p> <p>Sean-nósanna Éireannacha m.sh Óiche Shamhna agus nósanna Éireannacha le linn féilte ar nós na Nollag.</p>		

	Nathanna Cainte (samplaí)	Gramadach	Fuaimeanna a athrá agus a iniúchadh	Briathra áirithe a fhoghlaim
P5	Céard ba mhaith leat a ithe don dinnéar? Cé acu ab fhearr leat? B'fhearr liom.... An cuimhin leat? An bhfacha tú riamh? Is é mo thuairim gur... An dtiocfaidh tú go dtí mo theach?	<p>Ainmfhocail: Mé féin agus mo chlann, eadaí, sa bhaile, ar scoil, bia, ócáidí speisialta, siopadóireacht, aimsir, caitheamh aimsire, cúrsaí reatha, an saol sa scoil Eorpach</p> <p>Ainmbhriathartha a bhaineann le téamaí thuasluaite e.g ag rith, ag siúl srl.</p> <p>Aimsirí: Aimsir Chaite, Aimsir Láithreach, Aimsir Fháistineach, Modh Ordaitheach; dearfach agus diúltach</p> <p>Céard a rinne tú inné? Cad a tharla sa scéal? Lá amháin.... Cad a dhéanann tú ar an Satharn? Cad a dhéanfaidh tú Sathairn seo chughainn?</p> <p>Inscne: Úsáid go simplí m.sh an fhuinneog, an bord, an eochair, an t-uisce</p> <p>Ceisteanna: Cad atá ar siúl sa...../ Cén saghas lae a bhí ann inné...atá ann inniu? An bhfuil ocras...tuirse srl ort? Cé acu is maith/fearr/breá/fuath leat?</p> <p>Ar mhaith leat? Cén fáth.... Cathain..... Cé chomh minic..? Cad chuige?</p> <p>Uimhreacha: Maoluimhreacha (0-100) bunuumhreacha neamhphearsanta, (0-20) uimhreacha pearsanta, (0-20) orduimhreacha (0-10)</p>	<p>Aithníonn an páiste fuaimeanna tosaigh, meánacha agus deiridh i bhfocail a bhfuil trí fhóinéim iontu agus deighleann agus cumascann focail labhartha a bhfuil dhá, trí, ceithre agus cúig fhóinéim iontu. m.sh. <u>páirceanna</u> <u>liathróidí</u></p> <p>Cumascann an páiste túsfhoghar agus foghar deiridh agus comhaireann, deighleann, fuaimníonn agus cumascann siollaí i bhfocail labhartha.</p>	<p>bí, ól, ith, tabhair, tóg, cuir, teigh, feic, ceannaigh, tar, tosaigh, rith,, siúil, suí, seas, oscail, dún, las, múch, stop, clois, dúisigh, glaoigh, bailigh, caith, beir, tarraing, inis, féach, buail, déan, pioc, preab, sroich, imigh, sleamhnaigh, fan, fág</p>
P5				

	Nathanna Cainte (samplaí)	Gramadach	Fuaimeanna a athrá agus a iniúchadh	Briathra áirithe a fhoghlaim
P5		<p>Aidiachtaí: mothúcháin, móid, pearsantacht</p> <p>Gluaiseacht: suas/síos/thuas/anuas/thíos/aníos</p> <p>An tAm: cúig tar éis.... srl cúig chun... srl</p> <p>Forainm Réamhfhoclach: as, chuig, roimh....</p> <p>Aidiacht Shealbhach: mo, do, a, a, ár, bhur,a</p> <p>An chopail: Is</p> <p>Aidiachtaí briathartha léite, scríofa srl</p> <p>Logainmneacha agus sloinnte na ndaltaí cathracha agus contaithe na hEireann agus na bailte a bhfuil aithne ag na páistí orthu</p> <p>Scéalta béaloidis na hEireann: éisteacht agus léitheoireacht.</p> <p>Sean-nósanna Éireannacha m.sh Óiche Shamhna, Lúnasa agus nósanna Éireannacha le linn féilte ar nós an Nollaig,</p>		

5. Assessment

Assessment in *Gaeilge* (ONL) is informed by the Assessment Policy in the European Schools (Ref:2011-01-D-61-en-4) and 'Assessment tools for the Primary Cycle of the European Schools including the final version of the School Report' (Ref: 2013-09-D-38-en-5)

In the European School system assessment has four important functions

1. To ascertain the extent to which teaching and learning objectives are being met (a formative function);
2. To identify pupils' strengths and weaknesses (a diagnostic function to guide subsequent teaching and learning);
3. To motivate pupils by giving them a regular sense of achievement (a formative function);
4. To inform parents about their children's progress (a summative function).

The basis for the assessment of pupils' progress in *Gaeilge* (ONL) is the learning objectives described in Table One as learning outcomes. These outcomes seek to describe clearly pupils' learning at the end of the nursery-cycle and the end of the primary-cycle. These outcomes are accompanied by Table three which lists 'attainment descriptors' for *Gaeilge* (ONL). These attainment descriptors document what learning looks like at the end of P5 and are structured to assist teachers understand the learning journey in *Gaeilge*, plan for progression in this learning in a focused manner and assess where each of their pupils are on their learning journey.

The learning outcomes of the *Gaeilge* (ONL) syllabus can and should be assessed in a number of ways in order to assist teachers to judge progress and adjust provision; some of these ways help teachers judge progress (formative assessment), some of these ways help teachers judge achievement (summative assessment)

Formative assessment

- Teacher observation; this should be grounded in the learning outcomes of the syllabus and take account not just of content but also motivation and engagement. Teachers may find it helpful to maintain a written log of any observations which they feel are particularly illuminating. It can be very empowering for pupils if teachers share these observations with pupils thereby raising pupils' own awareness of their language development. These observations will be based on judgements of pupils' oral and written work in class and for homework.

Self- assessment

- Pupils in the European Schools already retain an assessment portfolio; assessment of learning in *Gaeilge* (ONL) should be included as part of this portfolio.

Summative assessment

- Twice yearly teachers should use the attainment descriptors to take stock of pupils' progress and guide on-going provision. To that end Annex 11 provides a further delineation of learning outcomes at nursery-level to P2. In line with general assessment requirements, teachers should use the Attainment Descriptors to formally assess pupil achievement at the end of P4

and P5 with the results of this appearing in the report card sent to parents- the *carnet scolaire*. Similar to the assessment of progression in other languages, teachers need to consider the following indicators of progress in determining pupil attainment; these are

- scope and accuracy of pupils' language use,
- the degree of support which pupils require,
- the extent to which pupils can use language flexibly,
- the extent to which pupils can use language independently,

- Teachers will use formative, self and summative assessment to inform effective planning and thereby ensuring that provision correlates with pupils' needs.

Reporting on pupils' learning

- In the nursery-cycle and the early years of the primary-cycle (P1 and P2), the focus lies on the individual language development of the pupil and this is communicated in commentary to pupils. In addition to referring to individual learning progress from P3 onwards, attainment objectives are to be gradually considered. In P5, the attainment descriptors are the basis for formative and summative assessment.

6. Attainment Descriptors for the end of the primary cycle

Éisteacht				
Úsáideann an páiste ciúnna colainne, gothaí agus tuin an ghutha in éineacht le comhthéacs chun focail/frásaí nua a thuiscint. (EB.1)	Léiríonn an páiste le tacaíocht an mhúinteoir a thuiscint ar an ábhar; ainmneacha agus mórthréithe na gcarachtar agus an príomh stór focal a bhíonn i scéalta aitheanta. (EC.1)	Léiríonn an páiste tuiscint ar an ábhar; ainmneacha agus mórthréithe na gcarachtar agus an príomh stór focal a bhíonn i scéalta aitheanta. (EC1)	Éisteann an páiste le heolas faoi eispéireas nua lena n-áirítear ficsean agus neamhfhicsean de réir a chumais agus tosaíonn ag baint brí as comhthéacs toisc go bhfuil focail iontu nach eol dóibh (ED.1)	Éisteann an páiste chun na príomh theachtairreachtaí a thuiscint agus tugann sé/sí aird ar eolas a chuirtear i láthair sa téacs (EE.1)
Éisteann an páiste le rainn, le hamhráin agus le cluichí teanga agus glacann páirt iontu trí ghníomhaíochtaí agus an teanga chuí in úsáid aige/aici . (EB.2)	Éisteann an páiste le rainn, le hamhráin agus le cluichí teanga agus críochnaíonn an páiste, le tacaíocht an mhúinteoir, rainn choitianta agus déanann athrá ar rainn ghearra. Taitníonn sé leis an bpáiste bheith ag comhlánú línte atá ar iarraidh as rainn agus aithníonn fuaimeanna litreacha aitheanta. (m.sh. Dreoilín, dreoilín rí na n-éan.....) Tuigeann an dalta príomhshonraí an scéil a bhaineann le Naomh Pádraig. (EC.2)	Éisteann an páiste le rainn, le hamhráin agus le cluichí teanga agus críochnaíonn an páiste rainn choitianta agus déanann athrá ar rainn ghearra. Taitníonn sé leis an bpáiste bheith ag comhlánú línte atá ar iarraidh as rainn agus aithníonn fuaimeanna litreacha aitheanta. (m.sh. Dreoilín, dreoilín rí na n-éan.....) Tuigeann an dalta príomhshonraí an scéil a bhaineann le Naomh Pádraig. (EC.2)	Éisteann an páiste le rainn, le filíocht, le hamhráin, le scéalta (scéalta ó mhiotaseolaíocht na hÉireann san ábhar) agus le cluichí teanga agus glacann páirt iontu trí theanga chuí a láimhseáil. m.sh. Is mise Cú Chulainn agus is tusa Ferdia. Tá tuiscint ag an dalta ar roinnt seannósanna Éireannacha a bhaineann le féilte éagsúla m.sh. Oíche Shamhna agus An Nollaig (ED.2)	Éisteann an páiste le filíocht agus le scéalta (scéalta ó mhiotaseolaíocht na hÉireann san ábhar) agus tá sé/sí in ann athinsint bhunúsach a dhéanamh ar an scéal. Tá tuiscint níos leithne ag an dalta ar roinnt sean nósanna Éireannacha a bhaineann le féilte éagsúla m.sh. Oíche Shamhna agus An Nollaig (EE.2)
Leanann an páiste treoracha aonchéime (m.sh. tóg, tar, bí) agus léiríonn tuiscint i	Tá an páiste in ann faoi threoir an mhúinteoir treoracha a bhfuil céim	Tá an páiste in ann treoracha a bhfuil céim amháin nó dhá chéim iontu	Tá an páiste in ann treoracha a bhfuil trí chéim iontu a leanúint. (ED.3)	Cuireann agus freagraíonn an páiste réimse níos leithne ceisteanna agus freagraíonn

gcomhthéacsanna éagsúla trí iarracht a dhéanamh bheith ag déanamh aithris ar an méid a chonaic agus a chuala sé/sí. (EB.3)	amháin nó dhá chéim iontu a leanúint. (EC.3) m.sh. Tar anseo	a leanúint. (EC.3) m.sh. Tar anseo agus suí síos.	m.sh. Tar anseo, tabhair dom an leabhar agus abair liom cad tá ar an gclúdach.	do threoracha a bhfuil níos mó ná trí chéim iontu.(EE.3)
I gcomhthéacs an tsuíomh ilteangach sna scoileanna Eorpacha, tuigeann an páiste le cabhair an mhúinteoir go bhfuil difíochtaí idir theangacha de réir na fuaimeanna agus na litreacha.	I gcomhthéacs an tsuíomh ilteangach sna scoileanna Eorpacha, tugann an páiste faoi ndeara na difíochtaí idir theangacha de réir na fuaimeanna agus na litreacha.	I gcomhthéacs an tsuíomh ilteangach sna scoileanna Eorpacha, tugann an páiste faoi ndeara tréithe na Ghaeilge mar theanga	Tosaíonn an páiste ag tabhairt faoi deara go bhfuil difríochtaí idir canúintí ó thaobh foclóra agus foghraíochta de, mar shampla ceistiú (ED.4) m.sh. Cad, céard srl.	Léiríonn an páiste níos mó tuisceana ar phríomhghnéithe canúna chanúintí de réir a chéile(EE.4) m.sh. cad / céard/ fuaimniú “raibh” sna canúintí éagsúla.
Labhairt				
Úsáideann an páiste focail agus frásaí ó scéal agus déanann sé/sí iad a athinsint. (LB.1)	Úsáideann an páiste focal agus frásaí ó scéalta agus ó chuntais fhíriciúla go cuí i gcomhthéacsanna nua/eile (LC.1) le cabhair an mhúinteoir	Úsáideann an páiste focal agus frásaí ó scéalta agus ó chuntais fhíriciúla go cuí i gcomhthéacsanna nua/eile (LC.1)	Úsáideann an páiste focail agus frásaí a sealbhaíodh ó scéalta agus ó chuntais fhíriciúla i gcomhthéacsanna taobh amuigh díobh siúd inar sealbhaíodh i dtosach iad.(LD.1) m.sh. Is fuath liom an dragain sa scéal sin / Chonaic mé dragain ar an teilifís.	Tuigeann agus úsáideann an páiste stór focal agus frásaí ó scéalta, ó théacsanna fíriciúla agus ó thopaicí atá bunaithe ar an gcraclam, Tosaíonn ar na focail sin a úsáid i gcomhthéacsanna nua (LE.1) m.sh. Tá póstaer agam de dhineasár ar an mballa i mo sheomra codlata.
Insíonn an páiste a bhfuil ar siúl aige/aici agus ainmníonn agus cuireann síos ar dhaoine, ar bhréagáin agus ar ghníomhaíochtaí a bhfuil cur amach aige orthu. (LB.2)	Ainmníonn an páiste rudaí agus imeachtaí agus tá sé in ann iad a chur in abairtí bunúsacha (LC.2) le cabhair an mhúinteoir.	Ainmníonn an páiste rudaí agus imeachtaí agus tá sé in ann iad a chur in abairtí bunúsacha (LC.2)	Ainmníonn an páiste rudaí, daoine, imeachtaí, coincheapa agus ábhair aitheanta agus tá sé/sí in ann iad a chur in abairtí bunúsacha(LD.2)	Ainmníonn an páiste rudaí, daoine, imeachtaí, coincheapa agus ábhair aitheanta, míníonn iad, cuireann síos orthu (LE.2) m.sh. Is madra é. Tá sé dubh agus bán / Sin é an

				caisleán agus tá sé go hálainn.
Tugann an páiste ainm ar bhréagain agus ar ghnáthrudáí aitheanta. (LB.3)	Rangaíonn an páiste rudaí aitheanta sa timpeallacht le cabhair an mhúinteoir(LC.3) m.sh. troscán: bord, cathaoir, cófra) le cabhair an mhúinteoir	Rangaíonn an páiste rudaí aitheanta sa timpeallacht (LC.3) m.sh. troscán: bord, cathaoir, cófra)	Déanann an páiste catagóiriú ar réimse rudaí.(LD.3) m.sh rudaí atá i mo sheomra/ sa seomra ranga srl.	Tugann an páiste cúiseanna le ballraíocht ruda i gcatagóir áirithe.(LE.3) m.sh. Tá leabhair i mo sheomra leapa mar is maith liom bheith ag léamh.
Beannaíonn an páiste agus freagraíonn mar is cuí do bheannachtaí (LB.4) Freagraíonn an páiste do spreagthaí trí abairtí agus frásaí áirithe atá foghlama aige/aici. (LB.4)	Beannaíonn an páiste agus freagraíonn mar is cuí do bheannachtaí agus do thopaici plé trí abairtí agus frásaí a láimhseáil. Freagraíonn an dalta mar is cuí do thopaici a bhaineann lena thimpeallacht sa scoil trí abairtí agus frásaí bunúsacha a láimhseáil le cabhair an mhúinteoir(LC.4). m.sh. Cá bhfuil do leabhar? Tá sé sa mhála/ ar an mbord.	Beannaíonn an páiste agus freagraíonn mar is cuí do bheannachtaí agus do thopaici plé trí abairtí agus frásaí a láimhseáil. Freagraíonn an dalta go neamhspleach mar is cuí do thopaici a bhaineann lena thimpeallacht sa scoil trí abairtí agus frásaí bunúsacha a láimhseáil (LC.4). m.sh. Cá bhfuil do leabhar? Tá sé sa mhála/ ar an mbord.	Tá an páiste in ann freagra cuí a thabhairt ar fhrásaí a úsáidtear go rialta i dtimpeallacht na scoile. (LD.4)	Tá an páiste in ann freagra cuí a thabhairt ar réimse níos leithne d' fhrásaí a úsáidtear go rialta i dtimpeallacht na scoile.(LE.4) m.sh. Cá bhfuil an leabhar? Tá sé thuas ar an mbord. Tá sé istigh i mo mhála.
Freagraíonn an páiste do spreagthaí trí abairtí agus frásaí áirithe atá foghlama aige/aici. (LB.5)	Tá abairtí agus ceisteanna bunúsacha ar eolas ag na paistí le cabhair an mhúinteoir a bhaineann, ar an iomlán, le riachtanais phearsanta.(LC.5) ar nós Cad, Cé, Conas, Cathain, Cá (LC.5) m.sh. cá bhfuil mo pheann? Tá mo pheann cailte.	Tá abairtí agus ceisteanna bunúsacha ar eolas go neamhspleach ag na paistí a bhaineann, ar an iomlán, le riachtanais phearsanta.(LC.5) ar nós Cad, Cé, Conas, Cathain, Cá (LC.5) m.sh. cá bhfuil mo pheann? Tá mo pheann cailte.	Úsáideann an páiste abairtí agus ceisteanna iomlána chun riachtanais phearsanta agus nuacht a chur in iúl.(LD.5) m.sh. Tá Sandra as láthair inniu.	Labhraíonn an páiste faoi smaointe agus faoi mhothúcháin daoine eile agus glacann páirt i bplé.(LE.5) m.sh. Ceapaim go bhfuil an cailín sin an-chairdiuil

Déanann an páiste roghanna agus iarratais shimplí agus cuireann ceisteanna simplí. (LB.6)	Tá an dalta in ann abairtí bunúsacha a chur le chéile le cabhair an mhuinteoira ar ábhar a bhfuil taithí phearsanta aige/aici orthu.(LC.6)	Tá an dalta in ann abairtí bunúsacha a chur le chéile ar ábhar a bhfuil taithí phearsanta aige/aici orthu.(LC.6)	Cuireann an páiste tús le cómhra ar ábhar nach bhfuil taithí phearsanta aige/aici air.(LD.6) m.sh. Níor thuig mé é sin/ Cad a dúirt tú?	Úsáideann an páiste abairtí agus ceisteanna iomlána agus luann cúiseanna le hiarratais phearsanta, nuacht agus mothúcháin a chur in iúl.(LE.6) m.sh. Tá úll i mo mhála mar is maith liom úlla.
Glacann an páiste páirt i gcluichí aithrise agus scéalaíochta, rainn agus amhráin. (LB.7)	Le cabhair aithníonn an páiste príomhcharachtair agus cuireann na príomhphointí scéil in ord. (LC.8)	Aithníonn an páiste príomhcharachtair agus cuireann na príomhphointí scéil in ord. (LC.8)	Athinsíonn an páiste príomhphointí eachtra aonair nó scéal aitheanta nó cuntas fíriciúil óna thaithí féin ag cur príomhimeachtaí in ord agus ag úsáid struchtúr soiléir. (LD.8) m.sh. D'éirigh mé ar a seacht ar maidin. D'ith mé bricfeasta agus tháinig mé ar scoil sa bhus.	Úsáideann an páiste an aimsir chaite, an aimsir láithreach agus an aimsir fháistineach in abairtí coitianta Féincheartú ar bun. (LE.8)
Le cabhair roinneann an páiste scéal, gníomhaíocht nó imeacht pearsanta aithnidiúil a chur in iúl, ag úsáid focail aonair nó cumasc d'fhocail. (LB.9)	Cuireann an páiste scéal le chéile bunaithe ar thaithí agus, le tacaíocht, insíonn ó bhéal do ghrúpa é. (LC.9)	Cuireann an páiste scéal le chéile bunaithe ar thaithí agus insíonn ó bhéal do ghrúpa é. (LC.9)	Cumann an páiste scéal ina sainíonn sé/sí príomhcharachtair agus príomhimeachtaí agus insíonn é ó bhéal don ghrúpa (LD.9) m.sh. Tá dragain sa scéal seo. Tá dath uaithne air. Tá sé gránna.	Insíonn an páiste réimse níos leithne imeachtaí san am atá thart, san am l láthair agus sa todhchaí.(LE.9). Athinsíonn sé/sí na himeachtaí atá inste ag páistí eile. Msh. Bhí cluiche ann inné agus bhí sé go hiontach. Tá cluiche againn ag am lóin inniu ach ní bheidh aon cluiche agam amárach mar beidh mé ag dul ar snámh/ Bhí cluiche ag Daragh inné.

Úsáideann an páiste teanga i súgradh bréagach chun cnámha scéalta simplí samhailteacha a chruthú le piaraí agus le daoine eile (LB.10)	Úsáideann an páiste teanga i súgradh bréagach chun cnámha scéalta simplí chun ócáidí samhailteacha mionsaothraithe a chruthú le cabhair an mhúinteoir a piaraí agus le daoine eile (LC.10)	Úsáideann an páiste teanga i súgradh bréagach chun cnámha scéalta simplí chun ócáidí samhailteacha mionsaothraithe a chruthú le piaraí agus le daoine eile (LC.10)	Glacann an páiste páirt i gcomhráite i ngrúpaí beaga faoi thopaic aitheanta. Léiríonn feasacht ar rialacha éisteora cainteora. (LD.10)	Ainmníonn an páiste fadhb, cuireann síos uirthi, tugann na príomhshonraí agus tugann réitigh a d'fhéadfadh bheith ar an bhfadhb.(LE.10) m.sh. Chaill mé mo chóipleabhar. Tá m' ainm ar an gclúdach. B'fhéidir go bhfuil sé sa seomra ceoil/ceannóidh mé cóipleabhar nua.
Tosaíonn an páiste ar an aidiacht shealbhach (mo, do etc) a úsáid go neamhfhoirmiúil. (LB.11)	Le tacaíocht an mhúineoir, Tugann an dalta faoi ndeara go mbíonn an seimhiú agus an t-urú le sonrú sa chaint. (LC.11)	Tugann an dalta faoi ndeara go mbíonn an seimhiú agus an t-urú le sonrú sa chaint. (LC.11)	Bíonn an séimhiú agus an t-urú le sonrú sa chaint ach ní bhíonn sé le sonrú go leanúnach. (LD.11) m.sh. Thug mo mhamaí síob do mo chara/ Tá an leabhar ar an mbord.	Úsáideann an páiste réimíreanna agus forainmneacha ainmneacha agus cuspóireacha araon mar is ceart. (LE.11) m.sh. sé / é siad/iad.
Tosaíonn an páiste ar an aidiacht shealbhach (mo, do etc) a úsáid go neamhfhoirmiúil . (LB.12) Tosaíonn an páiste ar an tuiseal tabharthach (m.sh, ar an mbus/bhus/ ag an gcailín/chailín) agus ar fhorainmneacha réamhfhoclacha (m.sh agam, agat, orm ort srl) a úsáid go neamhfhoirmiúil i bhfrásaí aitheanta. (LB.13)	Léiríonn an páiste iarrachtaí chun an aidiacht shealbhach a úsáid. (LC.12) Léiríonn an páiste iarrachtaí an tuiseal tabharthach agus forainmneacha réamhfhoclacha a úsáid i bhfrásaí aitheanta ar threoir an mhúinteoir (LC.13)	Léiríonn an páiste iarrachtaí chun an aidiacht shealbhach a úsáid. (LC.12) Léiríonn an páiste iarrachtaí an tuiseal tabharthach agus forainmneacha réamhfhoclacha a úsáid i bhfrásaí aitheanta go neamhspleach. (LC.13)	Úsáideann an páiste an aidiacht shealbhach (LD.12) m.sh .mo chóta Úsáideann an páiste an tuiseal tabharthach ar an mbord agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc)(LD.13)	Úsáid níos cruinne, níos leithne agus níos neamhspleáí do struchtúr abairte agus gramadach. (LE.12) Úsáideann an páiste an aimsir chaite, an aimsir láithreach agus an aimsir fháistineach in abairtí coitianta.(LE.13)

	Tugann an páiste faoi deara go mbeineann inscne leis an nGaeilge ar nós na Fraincise (m.sh an bhean/ an fear/an cailín). (LC.14)	Tosaíonn an páiste ag úsáid an inscne chuí le cabhair an mhúinteora i gcás focail aitheanta (m.sh an bhean/ an fear/an cailín). (LD.14)	Tosaíonn an páiste ag úsáid an inscne chuí go neamhspleach i gcás focail aitheanta (m.sh an bhean/ an fear/an cailín). (LD.14)	Úsáideann an páiste an inscne chuí i gcás focail aitheanta áirithe (LE.14) m.sh. an fhuinneog, an bord, an eochair, an t-uisce
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Leitheoireacht

Taitníonn gníomhaíochtaí ina léitear os ard leis an bpáiste, úsáideann an páiste a c(h)uid Gaeilge chun labhairt faoi léaráidí agus léann i suíomhanna súgartha. (Lt B.1)	Taitníonn gníomhaíochtaí a léitear os ard leis an bpáiste, úsáideann se/sí a c(h)uid Gaeilge chun labhairt faoi i mionsonraí léaráidí. Úsáideann leitheoireacht a bhfuil níos mó cuspóirí léi i suíomhanna súgartha. (Lt C.1)	I gcomhar le múinteoir, taitníonn sé leis an bpáiste bheith ag éisteacht le réimse seánraí, á léamh agus á bhfiosrú, agus comhroinneann sé/sí a léirmhíniú ar bhrí atá le fáil i léaráidí agus i dtéacs araon. (Lt D.1) m.sh. Tarraingíonn an páiste carachtair nó ainmhithe a léann sé fúthu i scéal éigin	Ina aonar agus i gcomhar le daoine, taitníonn sé leis an bpáiste bheith ag éisteacht le réimse seánraí, á léamh agus á bhfiosrú, agus comhroinneann sé/sí a léirmhíniú ar bhrí atá le fáil i léaráidí agus i dtéacs araon. (Lt D.1) m.sh. Tarraingíonn an páiste carachtair nó ainmhithe a léann sé fúthu i scéal éigin	Taitníonn sé leis an bpáiste réimse níos leithne seánraí a fhiosrú agus úsáideann sé léaráidí agus téacs chun tuair a chomhroinnt agus chun brí a chur in iúl. (Lt. E.1)
Taitníonn sé leis an bpáiste bheith ag comhlánú línte nó focail atá ar iarraidh ar rainn. (Lt B.2)	Déanann an páiste idirdhealú idir dhá fhuaim ó bhéal (Lt C.2) m.sh. Tá an fear ag siúl ar an bhféar.	Le cabhair an mhúinteora, Aithníonn an páiste fuaimeanna tosaigh, meánacha agus deiridh i bhfocail de réir mar a thagann sé orthu. (Lt D.2) m.sh. liathróid,	Aithníonn an páiste fuaimeanna tosaigh, meánacha agus deiridh i bhfocail de réir mar a thagann sé orthu. (Lt D.2) m.sh. liathróid,	Aithníonn an páiste fuaimeanna tosaigh, meánacha agus deiridh i bhfocail a bhfuil trí fhóinéim iontu (Lt.E.2) agus deighleann agus cumascann focail labhartha a bhfuil dhá, trí, ceithre agus cúig fhóinéim iontu. (Lt.E.3) m.sh. páirceanna liathróidí.
Léiríonn an páiste ábaltacht rithim a bhualadh amach. (Lt B.3)	Le cabhair an mhúinteora, aithníonn an páiste focail mar aonaid fuaime laistigh mar aonaid fuaime laistigh	Aithníonn an páiste focail mar aonaid fuaime laistigh d'abairtí. (m.sh. císte/ briste) Lt. C.3	Aithníonn an páiste fuaimeanna gutaí gearra agus fada, cumascann fóinéimí agus aithníonn	Cumascann an páiste túsfoghar agus foghar deiridh agus comhaireann, deighleann, fuaimníonn agus

<p>Tosaíonn an páiste ag leanúint pictiúr agus focal, agus a mhéar nó uirlis éigin in úsáid aige/aici(Lt B.4)</p>	<p>d'abairtí. (m.sh. císte/bríste) Lt. C.3</p> <p>Le cabhair an mhúinteoir, Tosaíonn an páiste ag aithint túsfoghar agus foghar deiridh. (m.sh.páiste chat súgradh) (Lt C.4)</p>	<p>Tosaíonn an páiste ag aithint túsfoghar agus foghar deiridh. (m.sh.páiste chat súgradh) (Lt C.4)</p>	<p>roinnt patrún coiteann roinnt patrún i gcás 38/42 bhunfhuaim na Gaeilge. (Lt D.4) m.sh. fada / oíche / fear / deas/ mear/</p>	<p>cumascann siollaí i bhfocail labhartha. (Lt E.4)</p>
<p>Aithníonn agus ainmníonn an páiste litreacha aitheanta atá ina (h)ainm féin agus sa timpeallacht agus aithníonn roinnt focal pearsanta chomh maith le focail aitheanta eile. (Lt.C.5)</p>	<p>Aithníonn an páiste roinnt focal ardmhinicíochta i gcomhthéacsanna aitheanta agus úsáideann litir nó dhó, go minic an chéad cheann agus an ceann deiridh, chun focail eile a aithint de réir mar a thagann siad orthu. (Lt D.5)</p>	<p>Léann an páiste réimse focail ardmhinicíochta agus léann abairtí gearra simplí.(Lt. E.5) le cabhair an mhúinteoir</p>	<p>Léann an páiste réimse focail ardmhinicíochta agus léann abairtí gearra simplí go neamspleach(Lt. E.5)</p>	<p>Léann an páiste réimse focail ardmhinicíochta agus léann abairtí níos dúshlánaí ag baint úsáide as a heolas teangach (Lt. E.5)</p>
<p>Le cabhair an mhúinteoir, léann an páiste abairt nó frása gearr simplí a eascraíonn as na hábhair labhartha agus as ábhair aitheanta eile. (Lt.C.5)</p>	<p>Le cabhair an mhúinteoir, léann an páiste abairt nó frása gearr simplí a eascraíonn as na hábhair labhartha agus as ábhair labhartha a pléadh cheana féin. (Lt.C.6)</p>	<p>Léann an páiste abairt nó frása gearr simplí a eascraíonn as na hábhair labhartha agus as ábhair labhartha a pléadh cheana féin. (Lt.C.6)</p>	<p>Léann roinnt mhaith abairtí gearra a eascraíonn as na hábhair labhartha agus as ábhair labhartha a phléadh cheana féin. (Lt.D.6)</p>	<p>Léann an páiste abairtí gearra simplí nach n-eiríonn go díreach as na hábhair labhartha ach a bhaineann úsáid as an bhfoclóir a bhaineann leis na téamaí seo; tá an dalta in ann a eolas faoi fhuaimneanna litreacha cur chun focail a aithint (Lt E.6).</p>
<p>Le cabhair an mhúinteoir, Léann an páiste téacsanna focal ar fhocal agus é/í ag leanúint na bhfocal lena m(h)éar nó le huirlis éigin</p>	<p>Léann an páiste téacsanna focal ar fhocal agus é/í ag leanúint na bhfocal lena m(h)éar nó le huirlis éigin agus athléann sé/sí</p>	<p>Le cabhair an mhúinteoir, Ceartaíonn an páiste é féin trí úsáid a bhaint as leideanna pictiúrtha,</p>	<p>Cearthaíonn an páiste é féin trí úsáid a bhaint as leideanna pictiúrtha, fuaime, amhairc agus comhthéacs. (Lt D.7)</p>	<p>Aithníonn an páiste nuair a chailtear líne nó focal agus ceartaíonn é/í féin agus é/í ag úsáid leideanna comhréire.(Lt.E.7) m.sh. Tá</p>

agus athléann sé/sí téacsanna a bhfuil cur amach aige/aici orthu. (Lt.C.7)	téacsanna a bhfuil cur amach aige/aici orthu. (Lt.C.7)	fuaim, amhairc agus comhthéacs. (Lt D.7)		an madra X tafann Tá an madra AG tafann
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Scríbhneoireacht

Aithníonn an páiste roinnt litreacha i bhfocail atá feicthe aige/aici (m.sh ar mballaí an tseomra ranga) cheana agus úsáideann iad sin agus siombailí eile chun téacs a léiriú a bhaineann leis na téamaí atá déanta m.sh frasaí a bhaineann le mé féin nó na hábhair sugartha m.sh liosta siopa (SB.1)	Aithníonn an páiste roinnt litreacha i bhfocail atá feicthe aige/aici (m.sh ar mballaí an tseomra ranga) cheana agus úsáideann iad sin chun téacs a léiriú a bhaineann leis na téamaí atá déanta m.sh frasaí a bhaineann le mé féin nó na hábhair sugartha m.sh liosta siopa (SB.1)	Ceanglaíonn an páiste an litir leis an bhfuaim i gcás roinnt focal agus tosaíonn ag léiriú tuiscint éiritheach ar fhuaimneanna na litreacha chun téacs a léiriú.(SC.1)	Úsáideann an páiste roinnt litreacha go neamhspleach atá ceart ó thaobh na bhfuaimneanna de, patrúin choitianta litreacha agus focail aitheanta agus litríonn roinnt focal ardmhnicíochta agus aitheanta atá ar taispeánt. (SD.1)	Fuaimníonn agus ainmníonn an páiste gach litir; úsáideann roinnt consan agus gutaí cearta i neaslitríú agus litríonn roinnt focal ardmhnicíochta agus aitheanta; tosaíonn ag úsáid foclóra.(SE.1)
Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trína gcuid marcanna agus tús á chur le roinnt focail agus frásaí a scríobh (SB.2)	Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trína gcuid marcanna agus roinnt focail agus frásaí a scríobh atá cleachtaithe go minic aige/aici(SC.2)	Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trí roinnt focal agus frásaí a scríobh go neamhspleách atá cleachtaithe aige go minic ag cur leo mar is cuí agus mar is féidir. (SD. 2)	Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trí raon maith focal agus frásaí a scríobh go neamhspleách a thagann as ábhar labhartha.(SE.2) m.sh. nóta a chur chuig cara / cuireadh a thabhairt do chóisir breithlae.	Tosaíonn an páiste ag scríobh i réimse seánraí (m.sh seánraí pearsanta agus ficsin) trí úsáid a bhaint as bunstruchtúr atá cuí don seánraí faoi leith, ag meaitseáil teanga le cuspóir, seánra agus lucht éisteachta.(SE.3) (m.sh. scéal a chumadh (fiscean) nó dialann a choimeád)

Annex 1: The Irish Language inside and outside of Ireland

(Key Competences for Lifelong Learning: Communication/Cultural awareness and expression.)

The Irish language (*Gaeilge*) belongs to the Indo-European language family originating in Ireland and historically spoken by the Irish people. Irish has been the predominant language of the Irish people for most of their recorded history, and they brought it with them to other regions, notably Scotland and the Isle of Man, where Irish gave rise to Scottish Gaelic and Manx respectively. Irish has the oldest vernacular literature in Western Europe. Written Irish is first attested in Ogham inscriptions from the 4th century AD. These writings have been found throughout Ireland and the west coast of Great Britain. From the 12th century, Irish evolved into modern Irish in Ireland, into Scottish Gaelic in Scotland and Manx in the Isle of Man. From this medieval period Ireland's reputation as a Land of Saints and Scholars was established as monks travelled into Europe influencing Europe culturally and spiritually. Britain, France, Switzerland, Belgium, Austria, Italy, Slovakia, Russia, Iceland, Greenland are all European countries where links with Ireland date back to this medieval period. Bobbio, Fiesole, Lucca, Taranto, Lumièges, Auxerre, Laon, Luxeuil, Liège, Trier, Wurzburg, Regensburg, Rheinau, Reichenau, Salzburg, Vienna, St. Gallen are all European towns founded by, or linked to, Irish monks.

The Irish language was carried abroad in the modern period by a vast diaspora, chiefly to Britain and North America, but also to Australia, New Zealand and Argentina. The first large movements began in the 17th century, largely as a result of the Cromwellian conquest of Ireland, which saw many Irish sent to the West Indies. Irish emigration to the United States was well established by the 18th century, and was reinforced in the 1840s by thousands fleeing from the Famine. Up until that time most emigrants spoke Irish as their first language, though English was steadily establishing itself as the primary language. Irish speakers had first arrived in Australia in the late 18th century as convicts and soldiers, and many Irish-speaking settlers followed, particularly in the 1860s. New Zealand also received some of this influx. Argentina was the only non-English-speaking country to receive large numbers of Irish emigrants, and there were few Irish speakers among them. Relatively few of the emigrants were literate in Irish, but manuscripts in the language were brought to both Australia and the United States, and it was in the United States that the first newspaper to make significant use of Irish was established. In Australia, too, the language found its way into print. The Gaelic revival, which started in Ireland in the 1890s, found a response abroad, with branches of *Conradh na Gaeilge* being established in all the countries to which Irish speakers had emigrated.

The Irish language is also one of the languages of the Celtic League, a non-governmental organisation that promotes self-determination and Celtic identity and culture in Ireland, Scotland, Wales, Brittany, Cornwall and the Isle of Man, known as the Celtic nations. It places particular emphasis on the indigenous Celtic languages. It is recognised by the United Nations as a non-governmental organisation with "Roster Status" and is part of the UN's Economic and Social Council. The organisation has branches in all the Celtic nations and in Patagonia, Argentina, New York City, US, and London, UK. Irish can be studied at third-level in a number of universities across the world; these universities include Aberyswyth and Cardiff universities

in Wales, Oxford University in England and Dundee University in Scotland. Irish can also be studied in Brest (France), Uppsala (Sweden) and Bochum (Germany). The Charles University in Prague and Moscow University also teach Irish. Indeed, it is an objective of the Irish Government's 20 year strategy for Irish (2010-2030) to support the promotion and teaching of Irish abroad, through the Department of Foreign Affairs and Trade and the Department of Arts, Heritage and the Gaeltacht.

Irish has constitutional status as the national and first official language of the Republic of Ireland; Article 8 of the Constitution of Ireland states that 'the Irish language as the national language is the first official language. The language received a degree of formal recognition in Northern Ireland from the United Kingdom, under the 1998 Good Friday Agreement, and then, in 2003, by the British government's ratification in respect of the language of the European Charter for Regional or Minority Languages. In the 2016 census, around 10% of respondents stated that they spoke Irish, either daily or weekly. The main objective of the 20-year government policy (2010-2030) for the Irish language is to increase on an incremental basis the use and knowledge of Irish as a community language. Specifically, the Government's aim is to ensure that as many citizens as possible are bilingual in both Irish and English.

Since 2007, the Irish language has been among the full official working languages of the EU. In 2006, an official syllabus for Irish in the European School system was launched and in 2017 a revision of this syllabus was initiated and co-ordinated by a working-group made up of the Inspectorate in Ireland, language experts and teacher and parent representatives from the European school system. The working-group presents this revised syllabus as part of the continuing story of Ireland in Europe.

Séamus Heaney's poem written and read in Dublin on May 4, 2004 Europe Day on the occasion of the enlargement of the EU reminds us that Europe continues to evolve, that Ireland's contributions to Europe continue to evolve and that the Irish language claims a place in that evolution to communicate, re-invigorate and re-imagine the spirit of European co-operation for the generation of today and the generations of tomorrow.

Beacons at *Bealtaine*

Phoenix Park, May Day, 2004

Uisce: water.á And *fionn*: the water's clear.
But dip and find this Gaelic water Greek:
A phoenix flames upon *fionn uisce* here.

Strangers were barbaroi to the Greek ear.
Now let the heirs of all who could not speak
The language, whose ba-babbling was unclear,

Come with their gift of tongues past each frontier
And find the answering voices that they seek
As *fionn* and *uisce* answer phoenix here.

The May Day hills were burning, far and near,
When our land's first footers beached boats in the creek
In *uisce, fionn*, strange words that soon grew clear;

So on a day when newcomers appear
Let it be a homecoming and let us speak
The unstrange word, as it behoves us here,

Move lips, move minds and make new meanings flare
Like ancient beacons signalling, peak to peak,
From middle sea to north sea, shining clear
As phoenix flame upon *fionn uisce* here.

Séamus Heaney

Annex 2: Teaching of Irish in the European Schools: Challenges and Possibilities

(Key Competences for Lifelong Learning: Communication/Cultural awareness and expression/Learning to Learn/social and civic competences/sense of initiative and entrepreneurship/ digital learning.

1. Background to the *Gaeilge* (ONL) syllabus for Irish in the European School system

Since 2006, a syllabus has existed in the European school system to guide the teaching and learning of Irish. In the European school system, Irish has the status of an Other National Language (ONL). This means that while Irish pupils do not have the option to receive their education through Irish, they have an entitlement to learn Irish because Irish is a national language. Irish shares this status with other national languages from countries with more than one national language such as Malta, Finland and Sweden. Irish pupils must be enrolled in the Anglophone sections of the European schools if they wish to learn Irish.

The *Gaeilge* (ONL) syllabus is regulated by 2011-01-D-33-EN-9 *Revision of the Decisions of the Board of Governors concerning the organisation of studies and course in the European Schools; Document approved by the Board of Governors at its meeting of 16, 17, 18 April 2013 modified by decision of the Board of Governors in its meeting of 3, 4, 5 December 2013 approved by written procedure No 2014/13 on 14 May 2014. Entry into force: 1 September 2014.* This document is available at www.eursec.eu/BasicTexts/2011-01-D-33-en-9.pdf

In line with ES regulations which require all syllabuses to be updated/revised every ten year the *Gaeilge* (ONL) syllabus has been revised between 2017 and 2020. In undertaking this revision, note has been taken of the new integrated language curriculum that was introduced in Ireland for both English and Irish. Rather than two separate curriculums for English and Irish, there is now one language curriculum in Ireland for both English and Irish. The rationale for this integrated curriculum is that pupils transfer certain skills and concepts from their first language to a second language- and indeed, a third language. The purpose of this integrated curriculum, therefore, is to enhance pupils' language learning skills generally by developing not just competency in both English and Irish but also an understanding and sense of how languages work. This revised *Gaeilge* (ONL) syllabus does not constitute an integrated language curriculum; it is separate to the English syllabus which Irish pupils follow in the ES system. The syllabus does, however, acknowledge that, in addition to English, Irish pupils from P1 onwards learn either French or German as a second language (L2) and Irish teachers are encouraged to inform themselves of the L2 syllabus for these languages and explicitly draw their pupils' attention to similarities and differences between English, Irish and French/German. This idea of drawing pupils' attention to similarities and differences between languages in order to enhance pupils' awareness and understanding of how languages work underpins '*Languages Connect- Ireland's Strategy for Foreign Languages in Education 2017-2026*'. It is also interesting to note that- similar to the thinking behind the Language Curriculum in Ireland - subject syllabuses in the European school system have evolved to become outcomes-based curriculums. All syllabuses in the ES system contain outcomes listed as attainment descriptors which assist teachers in determining and describing pupils' achievement in every subject by the end of their time in the primary cycle in P5. Indeed, the inclusion of attainment descriptors is one of the significant characteristics of the revised *Gaeilge* (ONL) syllabus.

2. Aims of the *Gaeilge* (ONL) syllabus

Irish pupils attending the European Schools include

- pupils who complete the majority/all of their schooling in the European school system and
- pupils who are moving from Ireland and schools in Ireland, attending the European schools for a number of years and then returning to continue their schooling in Ireland.

In both instances, most pupils will not be native speakers of Irish; nor will Irish be a home language for them. In the case of the first set of pupils, they may well be studying Irish for cultural and heritage reasons. In the case of the second set of pupils, in addition to studying Irish for cultural and heritage reasons, they may also be studying Irish so that they can resume their studies in Irish when they return to Ireland where Irish is a compulsory subject at both primary and secondary-cycle.

The aim of the *Gaeilge* (ONL) syllabus is to meet the needs of both kinds of Irish pupil. The *Gaeilge* (ONL) syllabus enables Irish pupils to both establish and/ or continue to develop links with their culture and heritage and to foster and/or extend their language skills both for their own sake and in order to reintegrate into the Irish Education System. The *Gaeilge* (ONL) syllabus also aims to enable pupils to continue their study of Irish into secondary school, either in Ireland or the European Schools system. For these reasons the new integrated language curriculum introduced at primary level in Ireland in 2018 for both English and Irish has been a significant reference point in the revision of the *Gaeilge* (ONL) syllabus.

In addition to fostering and extending language skills, an engagement with the Irish language throughout the period of nursery and primary school education deepens cultural awareness. The *Gaeilge* (ONL) syllabus recognises that an experience and knowledge of Irish are important in enabling the child to begin to define and express his or her sense of national and cultural identity. The centrality of culture to language learning is referenced in the *Common European Framework for Languages* (2002); studying culture gives students a reason to study the target language because understanding culture makes studying language and literature more meaningful.

3. Methodology

At the heart of the *Gaeilge* (ONL) syllabus is a communicative, task-based approach to language learning, in which the child learns to use the language as an effective means of communication. Pupils are encouraged to speak the language in real contexts and situations. The emphasis is on enjoyment and on using the language in activities such as games, tasks, conversations, role-playing, stories, songs and drama.

In addition to re- configuring the syllabus as an outcomes-based curriculum with the inclusion of attainment descriptors, consideration has also been given to developing the approach to the teaching and learning of *Gaeilge* (ONL) particularly in terms of both the challenges and potential for Irish in the ES system. Chief among the challenges is the fact that there is less

time available for *Gaeilge* (ONL) in the ES system compared to Irish in the Irish system and the lack of possibility for consolidating and applying the language throughout the school-day. However, notwithstanding these challenges, there is much potential for Irish within the ES system; pupils learn *Gaeilge* (ONL) in small groups, pupils often have a finely-tuned sense of language and a strong pride in the Irish language and teachers can use more child-centred approaches to learning given that they have small groups of pupils in their classes. Because of this potential some of the changes being introduced, from September 2020, into the *Gaeilge* (ONL) syllabus are

- the introduction of a play-based approach to learning as part of provision within the infant and P1 classrooms,
- emphasising story-telling, stories and novels across the class- levels as a means of providing pupils with exposure to ‘whole-language’ experiences,
- using other curriculum areas such as Art, PE, Music and Drama as a forum and as a methodology for teaching Irish,
- incorporating a cultural dimension to language learning,
- creating a sense of community among pupils learning *Gaeilge* (ONL) across the class-levels through assemblies for pupils and pupils and parents where pupils can demonstrate, apply and celebrate their learning within an Irish cultural context
- Cultivating on-line project partnerships with schools in Ireland where pupils create a learning link with Ireland and can practise and apply their Irish in an authentic communicative context.

Teachers are also conscious that, unlike in Ireland, pupils at primary level in the ES system are learning either French or German as a second language from Primary one (P1) and that this is developing pupils’ capacity to learn other languages. It is also the case that while all pupils studying *Gaeilge* (ONL) are enrolled in the anglophone sections of the European Schools, there are many pupils in this section who speak other languages in addition to English. This plurality of languages which surrounds Irish pupils in the ES system can actually support a lesser-used language like Irish unlike a situation where there are only two languages and one is clearly in a dominant language. Therefore, teachers understand that it makes sense to help pupils to make connections across languages within their language learning.

Uppermost in the minds of the working-group revising this syllabus has been the idea that among our pupils in the ES system could be some pupils who -having progressed through the ES system developing competency in a range of languages and inculcating the European spirit -may be of great service to the Irish language in the future.

How do children best learn an additional language? Key principles

The points below- which are relevant to learning Irish in the ES context- are discussed in detail by Ó Duibhir and Cummins in the NCCA Research Report no.16 (2012, pp.37-58)

- Children become more autonomous and motivated language learners through opportunities for enjoyable interaction with others.
- Children learn key oral vocabulary and phrases through opportunities for imitation through stories, songs, play and daily routines.

- Children are engaged through opportunities for meaningful communication where they use contextual cues and prior knowledge for a real purpose.
- Children can avoid reinforcement of errors through explicit teaching of form including features of grammar.
- Children’s initial focus on meaning to develop implicit knowledge of the L2 is later supported by a focus on form.
- Children are taught through the target language i.e. Irish.
- Children’s prior knowledge, stage of development and interests are important starting points for planning their language learning.
- Children’s next steps in language learning are shaped by the extent to which their individual difference are recognised and responded to.
- Children’s language progression is assessed through independently-produced language as well as teacher-led assessments.

While the importance of exposure to the target language in a range of contexts is less easy to achieve in the ES context where pupils are withdrawn for *Gaeilge* (ONL) lessons, there is potential to realise a measure of this by the teacher conversing with pupils in Irish on their way to the their Irish lesson if the teacher is escorting them to their lesson. The importance of exposure to the target language in a range of contexts also underpins the idea of assemblies for Irish pupils (Annex 8) and on-line project partnerships with schools in Ireland (Annex 9).

With proactive organisation and consistent teaching and learning, pupils studying *Gaeilge* (ONL) can make significant progress in their language learning. All Irish teachers seconded to the European Schools are fully qualified and experienced teachers of the Irish language. They are familiar with a range of teaching approaches and methodologies enabling them to implement a communicative approach in the teaching of Irish.

4. Provision for *Gaeilge* (ONL)

In Ireland pupils in English-medium infant classes study Irish for 2.5 hours a week which increases to 3.5 hours a week for pupils from first to sixth class; pupils studying *Gaeilge* (ONL) in the nursery and primary cycle are entitled to 1.5 hours of Irish per week within the European School system. From P1 – P5 this is generally broken into 2 x 45 minute lessons per week. In the nursery cycle this can be further split into 3 x 30 minute lessons.

It is important to note that each European School has its own unique character, setup and challenges and this can make the timetabling and organisation of lessons very challenging. The timetabling and organisation of Irish lessons is at the discretion of the school and should be undertaken with due consideration for the rules for ONL outlined in 2011-01-d-33-en-9 and will vary across the system. It is compulsory, however, that Irish is taught within the teaching timetable. Generally one of the *Gaeilge* (ONL) lessons is organised while the mainstream class is learning English; the other lessons are organised so that children do not miss Mathematics or key teaching/learning times in other key subjects. Sometimes, where class numbers are small, teachers may take account of the particular learning needs of individual pupils in deciding what will be missed during *Gaeilge* (ONL) lessons. Once decisions have been made by school management with regard to class-groupings for any particular

school year, it is difficult for these to be changed. The support of parents with regard to timetabling is key and greatly appreciated. Communication with parents can vary from school to school depending on numbers in classes and indeed the numbers of teachers. Parents should make a point of checking how communication works in the European school their children attend.

5. Communication with Parents

Communication with parents and involving them in their children's learning is very important.

- The availability of *Gaeilge* (ONL) lessons is generally communicated to parents on the school enrolment form.
- At the beginning of each year, teachers will contact parents outlining the organisation of lessons, homework, lists of resources, and any important dates for the calendar.
- During the year, teachers will ensure that parents are aware of what their children are learning in *Gaeilge* (ONL) and request their support in helping their children practise and apply their learning.
- From September, 2020 teachers will also explain how pupils' learning is assessed within the context of the attainment descriptors which have been identified for *Gaeilge* (ONL).
- Assemblies are held throughout the year to promote language learning and create links to parents and families. Such assemblies are held to 'give life to the Irish language outside the classroom for the young people who study it in the formal education system' *20-Year Strategy for the Irish Language 2010-2030*. The Irish children enjoy coming together to sing, talk, read, listen to stories and dance and Irish parents are welcome to share these events with their children.

6. Funding for *Gaeilge* (ONL)

The resources for teaching *Gaeilge* (ONL) comes from the 'Didactical Materials' budget line in each school where a specific amount is foreseen for each class at nursery and primary level. Each school makes its own decisions on how these amounts are distributed between different subjects. Specific pedagogical projects in *Gaeilge* (ONL) can be included in the preparatory budget for a school and approved by the board of administration of the school. In some schools, Irish parents make a voluntary contribution to support the teaching of *Gaeilge* (ONL)

Annex 3: General criteria for Achievement of Subject Objectives

Level of achievement of learning objectives	General Criteria for Achievement of Subject Objectives			
	Understanding	Accuracy	Autonomy	Use/Application
<p>+++++</p> <p>Learning objectives are completely achieved</p>	<p>Deep understanding High achievement. Able to explain concepts to others.</p>	<p>Accurate work showing a very good level of understanding and comprehension.</p>	<p>Works independently, showing self-confidence.</p>	<p>Use of the knowledge and skills in different situations and contexts Able to create own learning strategies.</p>
<p>++++</p> <p>Learning objectives are almost completely achieved</p>	<p>Good understanding of the objectives required by the syllabus. Few gaps remain. There is room for further acquisition.</p>	<p>Most of the results are correct showing a good level of understanding and comprehension.</p>	<p>Works almost independently; sometimes needs encouragement.</p>	<p>Use of the knowledge and skills with confidence.</p>
<p>+++</p> <p>Learning objectives are partially achieved</p>	<p>Partial understanding of most of the objectives required by the syllabus The knowledge and skills need to be further developed and practised.</p>	<p>Results are sometimes correct. However, the frequency of incorrect results shows a basic level of understanding and comprehension.</p>	<p>Begins to work independently with occasional help from an adult or another pupil.</p>	<p>Able to use competence in common or simple situations only.</p>
<p>++</p> <p>A few learning objectives are achieved</p>	<p>Able to meet a minimum number of objectives required by the syllabus Indicates little understanding of concepts.</p>	<p>Frequent incorrect results, usually caused by lack of understanding and comprehension.</p>	<p>Very dependent on an adult's help.</p>	<p>Struggling to apply what is learned.</p>
<p>+</p> <p>Learning objectives are not yet achieved</p>	<p>Struggling to meet the objectives required by the syllabus. Serious gaps in achievement of learning objectives.</p>	<p>Significant number of incorrect results caused by lack of understanding and comprehension.</p>	<p>Unable to work without constant support of an adult.</p>	<p>Unable to apply knowledge and skills to common or simple situations. Weak performance.</p>

Exceptional, excellent results – in comment boxes

Annex 4: General Criteria for the Child as a learner

The Child as a Learner	
Enjoys engaging in learning.	<p>The pupil is actively involved (asks and answers questions, is curious, explores, inquires etc.) in his/her learning and activities.</p> <p>Enjoyment arises from a sense of curiosity, from learning something new and developing as a learner.</p>
Focuses and sustains attention.	<p>The pupil listens, understands and responds to lessons and instructions.</p> <p>The pupil is able to concentrate on a task for an extended period of time that is appropriate for his/her age.</p>
Is developing appropriate learning habits.	<p>The pupil plans and organises his/her work following the teacher's instructions and expectations. He/she begins and completes work on time.</p> <p>He/she keeps his/her working place organised, develops and follows classroom routines and builds on learning strategies that support his/her own learning.</p> <p>The pupil can work independently, takes the initiative and is not constantly reliant on the teacher.</p> <p>Homework is completed conscientiously and meets deadlines. The work reflects the child's understanding.</p>
Persists with increasingly challenging tasks.	<p>In case of a challenging task the child does not give up at the first obstacle and can persist despite difficulties.</p> <p>He/she understands that mistakes are a part of the learning process.</p> <p>FAIL = First Attempt in Learning.</p> <p>He/she looks for new information and solutions in order to accomplish the task.</p>
Applies critical thinking and problem-solving skills.	<p>The pupil is aware of the diversity of the world around him/her and is interested in questioning and investigating it.</p> <p>The pupil assesses arguments, analyses what evidence supports them and makes a reasoned decision about the validity of those arguments.</p> <p>He/she is able to think on their feet, assess problems, use knowledge, facts, and data to effectively solve problems using various strategies.</p>
Makes connections across subjects.	<p>The pupil is able to transfer experience, knowledge and skills gained in one topic/subject to another area of the curriculum.</p> <p>The pupil makes connections between different topics/subjects and how they relate to the world around them.</p>
Assesses his/her progress realistically.	<p>The pupil collects records and reflects on his/her achievements.</p> <p>He/she assesses his/her work and can reflect on his/her own learning experiences.</p> <p>He/she can monitor progress, recognise his/her strengths and weaknesses and adapt accordingly.</p>

	He/she a sense of ownership of their learning, takes pride in their learning and can follow guidelines to improve their learning.
Is achieving well in relation to his/her ability.	The pupil puts effort into his/her work and strives to achieve his/her full potential.

Annex 5: Background Note and Helpful hints for Parents

This note is intended to help parents understand how *Gaeilge* (ONL) is taught in the ES system at nursery and primary-level and to offer some suggestions on how they can support their children's learning.

1. Background and Context Note for *Gaeilge* (ONL)

Irish language teaching in the European Schools is evolving and is mainly focussed on speaking and listening with reading and writing evolving from speaking and writing. There is, after all, little point in pupils reading and writing what they cannot speak. A certain amount of spelling and grammar- and indeed homework- is inevitable, but the focus has changed since parents themselves may have been in school and now teachers try to ensure that the children learn how to speak, how to hold a conversation and how to understand spoken Irish. For that reason, the focus is much more on topics that are current, useful and relevant.

In line with ES regulations which require all syllabuses to be updated/revised every ten years the *Gaeilge* (ONL) syllabus has been revised between 2017 and 2020. Given that many Irish pupils attend the European Schools for a period of time before returning to school in Ireland where they will need to resume their studies in Irish, it is important that attention was paid to the new language curriculum that has been introduced in Ireland in 2018 in revising the *Gaeilge* (ONL) syllabus.

Rather than two separate curriculums for English and Irish, there is now one language curriculum in Ireland for both English and Irish. The rationale for this integrated curriculum is that pupils transfer certain skills and concepts from their first language to a second language- and indeed, a third language. The purpose of the integrated curriculum, therefore, is to enhance pupils' language learning skills generally by developing not just competency in both English and Irish but also an understanding and sense of how languages work.

This revised *Gaeilge* (ONL) syllabus does not constitute an integrated language curriculum; it is separate to the English syllabus which Irish pupils follow in the ES system. The syllabus does, however, acknowledge that, in addition to English, Irish pupils from P1 onwards learn either French or German as a second language (L2) and Irish teachers are encouraged to inform themselves of the L2 syllabus for these languages and explicitly draw their pupils' attention to similarities and differences between English, Irish and French/German. This idea of drawing pupils' attention to similarities and differences between languages in order to enhance pupils' awareness and understanding of how languages work underpins '*Languages Connect-Ireland's Strategy for Foreign Languages in Education 2017-2026*'. It is also interesting to note that- similar to the thinking behind the Language Curriculum in Ireland - subject syllabuses in the European school system have evolved to become outcomes-based curriculums. All syllabuses in the ES system contain outcomes listed as attainment descriptors which assist teachers in determining and describing pupils' achievement in every subject by the end of their time in the primary cycle in P5. Indeed, the inclusion of attainment descriptors is one of the significant characteristics of the revised *Gaeilge* (ONL) syllabus.

In addition to re- configuring the syllabus as an outcomes-based curriculum, consideration has also been given to developing the approach to the teaching and learning of *Gaeilge* (ONL) particularly in terms of both the challenges and potential for Irish in the ES system. Chief

among the challenges are the less time for *Gaeilge* (ONL) in the ES system compared to Irish in the Irish system and the lack of possibility for consolidating and applying the language throughout the school-day.

In Ireland pupils in English-medium infant classes study Irish for 2.5 hours a week which increases to 3.5 hours a week for pupils from first to sixth class; pupils studying *Gaeilge* (ONL) in the nursery and primary cycle are entitled to 1.5 hours of Irish per week within the European School system. From P1 – P5 this is generally broken into 2 x 45 minute lessons per week. In the nursery cycle this can be further split into 3 x 30 minute lessons.

However, notwithstanding this challenge of time, there is much potential for Irish within the ES system;

- pupils learn *Gaeilge* (ONL) in small groups,
- pupils often have a finely-tuned sense of and pride in the Irish language,
- teachers can use more child-centred approaches to learning given that they do not have a large group of pupils in their class.
- all Irish teachers seconded to the European Schools are fully qualified and experienced teachers of the Irish language. They are familiar with a range of teaching approaches and methodologies enabling them to effectively implement a communicative approach in the teaching of Irish.

Because of the potential of the ES context some of the changes being introduced from September, 2020 into the *Gaeilge* (ONL) syllabus are

- the introduction of a play-based approach to learning as part of provision within the infant and P1 classrooms,
- using other curriculum areas such as Art, PE, Music and Drama as a forum and a teaching methodology for *Gaeilge* (ONL),
- emphasising story-telling, stories and novels across the class- levels as a means of providing pupils with exposure to ‘whole-language’ experiences which is an enriching complement to completing exercises in textbooks,
- incorporating a cultural dimension to language learning,
- creating a sense of community among pupils learning *Gaeilge* (ONL) across the class-levels through assemblies for pupils and pupils and parents where pupils can demonstrate, apply and celebrate their learning within an Irish cultural context.
- on-line project partnerships with schools in Ireland where pupils create a learning link with Ireland and can practise and apply their Irish in an authentic communicative context.

Uppermost in the minds of the working-group revising this syllabus has been the idea that among our pupils in the ES system could be some pupils who -having progressed through the ES system developing competency in a range of languages, inculcating the European spirit - may be of great service to the Irish language in the future.

2. Organisation of *Gaeilge* (ONL) Lessons

It is important to note that each European School has its own unique character, setup and challenges and this can make the timetabling and organisation of lessons very challenging. The timetabling and organisation of Irish lessons is at the discretion of the school and should be undertaken with due consideration for the rules for ONL outlined in 2011-01-d-33-en-9 and will vary across the system. It is compulsory, however, that Irish is taught within the teaching timetable. Generally one of the *Gaeilge* (ONL) lessons is organised while the mainstream class is learning English; the other lessons are organised so that children do not miss Mathematics or key teaching/learning times in other key subjects. Sometimes, where class numbers are small, teachers may take account of the particular learning needs of individual pupils in deciding what will be missed during *Gaeilge* (ONL) lessons. Once decisions have been made by school management with regard to class-groupings for any particular school year, it is difficult for these to be changed.

The support of parents with regard to timetabling is key and greatly appreciated. Communication with parents can vary from school to school depending on numbers in classes and indeed the numbers of teachers. Parents should make a point of checking how communication works in the European school their children attend.

3. Communication with Parents

How lessons are organised will vary from school to school. The support of parents is key and greatly appreciated in this regard.

- The availability of *Gaeilge* (ONL) lessons is generally communicated to parents on the school enrolment form.
- At the beginning of each year, teachers will contact parents outlining the organisation of lessons, homework, lists of resources, and any important dates for the calendar. During the year, teachers will ensure that parents are aware of what their children are learning in *Gaeilge* (ONL) and request their support in helping their children practise and apply their learning. Communication with parents can vary from school to school depending on numbers in classes and indeed the numbers of teachers. Parents should make a point of checking how communication works in the European school their children attend.
- From September, 2020 teachers will also explain how pupils' learning is assessed within the context of the attainment descriptors which have been identified for *Gaeilge* (ONL).
- Assemblies are held throughout the year to promote language learning and create links to parents and families. Such assemblies are held to 'give life to the Irish language outside the classroom for the young people who study it in the formal education system' *20-Year Strategy for the Irish Language 2010-2030*. The Irish children enjoy coming together to sing, talk, read, listen to stories and dance and Irish parents are welcome to share these events with their children.

4. Conclusion

Given that in the European schools provision for *Gaeilge* (ONL) is set at 45 minutes twice a week (or three periods of 30 minutes) the role of parents is very important, in particular, helping children with homework and also to practising a few phrases with them regardless of their level of Irish. Some helpful resources where parents can find easy- to- use information are listed below. Reading can also be hugely beneficial in helping to bring the language alive, and there is a wide range of modern books available for children.

Some helpful resources can be found on:

- <https://www schooldays.ie/articles/Websites-to-help-kids-learn-Irish>
- www.focal.ie
- <http://www.gael scoileanna.ie> and they have also developed a website for parents: <http://irishforparents.ie> with a special guide on homework
- Useful dictionary www.tearma.ie

The Irish government is very proud of the teachers it seconds to the European schools system; our teachers are highly-skilled and very interested in providing pupils with high quality learning experiences. Our teachers are strongly committed to the Irish language in Europe and are very keen to work closely with parents to support their children’s learning in the language.

The *Gaeilge* (ONL) syllabus is regulated by 2011-01-D-33-EN-9 *Revision of the Decisions of the Board of Governors concerning the organisation of studies and course in the European Schools; Document approved by the Board of Governors at its meeting of 16, 17, 18 April 2013 modified by decision of the Board of Governors in its meeting of 3, 4, 5 December 2013 approved by written procedure No 2014/13 on 14 May 2014. Entry into force: 1 September 2014.* This document is available at www.eurasc.eu/BasicTexts/2011-01-D-33-en-9.pdf

Annex 6: Approach to incorporating playful learning experiences in the teaching and learning of *Gaeilge* (ONL)

Key Competences for Lifelong Learning: *Communication/Cultural awareness and expression/Learning to Learn/social and civic competences/sense of initiative and entrepreneurship.*)

The working-group gratefully acknowledges the support and advice of Dr Jacqueline Fallon (National Council for Curriculum and Assessment- Ireland) in preparing this Annex.

1. Background and Rationale: The new primary language curriculum launched in Ireland in 2018 highlights the importance of teaching through creating appropriately playful learning experiences for children. The purpose of this Annex is to provide teachers in the European Schools' (ES) system with advice on how they can incorporate such experiences into their provision for *Gaeilge* (ONL).

2. Context: While teachers in Ireland have always appreciated the significance of play for young children, play-based approaches to learning for young children in recent times have become associated with *Aistear the Early Childhood Curriculum Framework (NCCA, 2009)*. In addition to a focus on the principles and rationale for play-based learning, professional development courses provided by local Education Centres also sought to advise teachers on how they could implement and organise a play-based approach to learning in a typical classroom with a full class of approximately 27 children. The approach suggested involves a focus on playfulness infusing all teaching and learning in the infant classroom and, within this overall approach, giving pupils a substantial amount of time to play in small groups engaging with open-ended materials in construction, socio-dramatic play, art work and 'small world' activities. While the class-teacher- sometimes supported by other adults within the room- interacts with particular groups, children have a lot of independence in these activities. This amount of time and independence is deliberate in order to take account of research into play (Broadhead, 2004) which notes that children need time and independence for the kind of momentum to develop which facilitates them in becoming engrossed and creative in their play.

In the ES system, the class setting for *Gaeilge* (ONL) is different to the class-setting in Ireland and this has implications for how teachers might implement and organise play-based learning experiences in the ES system. Chief among these contextual factors are

- there is usually just a small group of children in each Irish lesson; generally anything from one to five children,
- these children are withdrawn from their mainstream classroom for their *Gaeilge* (ONL) lessons,
- lesson-length is either three periods of 30 minutes or two periods of 45 minutes; this time also has to accommodate collecting and returning children to their mainstream classroom.

These classroom contextual factors pose a challenge for creating the optimum conditions for play-based learning experiences- particularly in terms of providing children with the time and

independence that brings the momentum and absorption in play that results in optimum learning.

In addition to the class setting in the ES system providing a challenge for the implementation of play-based learning experiences, the language context for *Gaeilge* (ONL) also provides a challenge- chiefly in terms of children not having the language to become absorbed in play. Usually pupils in the ES system do not have Irish as their mother- tongue or home language. This means that while the teacher may set up a play-based activity that is stimulating for children, children will not have the language to be able to participate independently in these activities. For this reason, the approach to play-based learning experiences will have to make specific provision for focused language acquisition.

This Annex takes account of these classroom and language contextual factors in outlining how teachers of *Gaeilge* (ONL) in the nursery cycle and at primary 1 classroom level could incorporate a play-based dimension into their provision.

3. Possible approach to creating play-based learning experiences for *Gaeilge* (ONL) in the ES system at nursery and primary 1 level

1. In order to achieve the momentum and absorption that characterises playful learning experiences the lesson topic should correlate with a lesson topic being explored by the children in their mainstream classroom or a topic volunteered by the children themselves. If the topic comes from their classroom work, the children have a background knowledge, interest and conceptual understanding of the topic together with a momentum from working with their peers which they can also bring to their *Gaeilge* (ONL) lesson. Alternatively, the teacher can engage in conversation with pupils in which they may volunteer a topic from their own lives (e.g. birthday, new baby, granny's visit) that becomes the basis of some *Gaeilge* (ONL) lessons the children will bring a natural interest to these lessons and may also be stimulated to bring what they learn in their *Gaeilge* (ONL) lesson home. Therefore, while the *Gaeilge* (ONL) teacher may be sequentially following a specific programme particularly in terms of the acquisition of language structures, the teacher may decide not to select topics according as they arise in the programme but rather at particular times because they correlate with classroom topics or follow events in the children's own lives. It is these classroom topics or real-life topics that will best lend themselves to play-based learning experiences; in these instances the teacher would 'play' with the children and follow their lead, while remaining alert to opportunities to model and reinforce the target language.
2. To capitalise on the link with the mainstream classroom and the energy of the mainstream classroom, consideration could be given, for lessons involving play-based learning experiences, to teaching the small group of Irish children within the mainstream classroom; this creates a link for children between their learning of Irish and their learning in their mainstream classroom and could allow for the display of topic resources in the mainstream classroom. By the same token, the teacher might consider, if it was feasible, grouping the nursery and P1 children for the sequence of lessons incorporating play-based learning experiences. This larger group of children

would facilitate the independence and momentum which adds to the richness of play-based learning experiences for the children. It may also be possible for the teacher of *Gaeilge* (ONL) to ask the mainstream teacher to get the Irish children to share their learning with their peers; this will have the benefit of providing the Irish children with an opportunity to revise their Irish while also adding to the language richness of the mainstream classroom. Adding to the language richness of the mainstream classroom in this way would support the implementation of language awareness activities in the nursery cycle which is envisaged for development from September, 2020.

3. The children will need to acquire specific topic language if they are to be able to engage in playful learning experiences. To provide the specific language input which children will need the teacher could usefully begin the series of lessons with a story and rhymes relating to the topic. A framework for a sequence of such activities to support oral language development through play has been developed by Dr Joan Kiely and is available as part of the supports for the Primary Language Curriculum/*Curaclam Teanga na Bunscoile* (see reference below).
4. The repetition of the story and rhymes (both with and without the book) helps children acquire the topic-based vocabulary and language-based structures. Pupils like joining in the story-telling repeating key vocabulary and phrases and reciting the related rhymes; this is the language input which the children can then bring to the play-based learning experiences to be set up by the teacher.
5. Incorporating the language from the story and from the related rhymes, the teacher will need to model the language which the children need to engage in the play-based learning experience set up by the teacher; the teacher needs to model this language explicitly and to revise and consolidate it so that the children use it naturally in their play.
6. The teacher must balance the need to model the language with the need to provide the children with the independence they need to create an authentic playful learning experience; if the teacher constantly directs the children, the children will tend to defer to the adult and this takes away from the quality of the play-based learning experience for the child. This independence means that the children might use some English in their play-based learning; it's important to remember that this is a natural occurrence for children who are learning any second language as they integrate their second language within their existing language schema. What the teacher can do in this instance is to remain alert to noting the vocabulary and structures which the child has internalised and is using and judiciously re-teach other vocabulary and structures that are required.
7. Reading and writing can arise from the natural reading and writing opportunities inherent in the topic being explored e.g. birthday card, prescription, shopping list. Such opportunities should be consciously sought by the teacher as these activities add to the richness of the play and language experience for the children.
8. According as these topics, particularly life-related topics, recur during the year, the teacher can take advantage of these opportunities to revise and apply the language previously learnt.

4. Reference Material

The on-line language curriculum and support materials developed by the NCCA and the PDST will provide teachers with further information on play-based learning and creating play-based learning experiences for pupils. This can be found at

Primary Language Curriculum/Curaclam Teanga na Bunscoile Support Material for Teachers: Relevant Across All Strands/Ábhartha trasna snáitheanna go léir: Kiely, J. *Chapter 5 Socio-dramatic play to support oral language and literacy*:

<https://www.curriculumonline.ie/Primary/Curriculum-Areas/Primary-Language/Resources/Support-Materials/All-Strands-PLC-Support-Materials.pdf?ext=.pdf>

Primary Language Curriculum/Curaclam Teanga na Bunscoile Support Material for Teachers: Oral Language/Teanga ó bhéal: <https://www.curriculumonline.ie/Primary/Curriculum-Areas/Primary-Language/Resources/Examples/OLTOB-PLC-Support-Materials.pdf?ext=.pdf>

Broadhead, P. (2004) *Early Years Play and Learning: Developing Social Skills and Cooperation*.

London: RoutledgeFalmer

In trialling a play-based approach to the teaching and learning of *Gaeilge* (ONL), teachers have noted

'We join with X and her M2 student for play in the nursery room where we play, Siopa, Scoil agus Sa Chistin. We usually spend a couple of weeks on a theme learning the vocabulary and practising it in play.' (Alicante)

'A corner of our small room is now the established area for this to happen. The children enjoy it very much, young and old!' (Brussels III)

'This year, when scheduling, I opted to schedule the lessons during the child's snack-time and part of her playtime and to remain in the maternal area. It has proven to be hugely positive. Colleagues have been very accommodating. I can use classroom play areas and resources which is a huge bonus for me. The child and I sometimes snack together which adds to the social nature of the lesson.' (Varese)

'The socio-dramatic play was well received although, having just one pupil, I had to revert to being a child again in the role play! It was very enjoyable once we got used to getting the props organised.' (Alicante)

Annex 7: Story-telling as a teaching and learning methodology for *Gaeilge* (ONL) in the European School system.

(Key Competences for Lifelong Learning: *Communication/Cultural awareness and expression/Learning to Learn/Digital Competence.*

1. Background

All children enjoy listening to stories. Even if children do not understand every word of a story that is being told to them, they understand that what they are listening to is a story; that there are characters and a problem to be solved. Haven (2007) claims that we are all born with an understanding of the structure found in storytelling. Children also respond to the act and art of story-telling; they respond to the story-teller's change of voice or pace and they respond to the human connection that is forged between a story-teller and listener.

Roney (1996) defines storytelling in the following way:

In its most basic form, story-telling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery, communicates with the audience who also use mental imagery and, in turn, communicate back to the teller primarily through body language and facial expression in an ongoing communication cycle. Story-telling is co-creative and interactive. It is one of the most powerful forms of art/communication known to humans and this explains why it possesses such great potential as a teaching-learning tool.
(pp. 7)

Indeed, as a result of this potential, Ghosn (2002) argues that story-telling is a form of education that should be the basis of language- teaching regardless of whether it is the learning of mother tongue language or additional language learning. Through story-telling children have an opportunity to hear a 'flow' of language and to become familiar with the words and sentence structures of that language as well as absorbing and creating meaning through that language.

It is within this context that it is being proposed that storytelling should figure prominently in provision for the teaching and learning of *Gaeilge* (ONL). Given the likelihood that many *Gaeilge* (ONL) pupils will not have the opportunity to hear *Gaeilge* outside of the *Gaeilge* classroom, all these opportunities for pupils to hear a rich flow of *Gaeilge* must be prized

Through story-telling in *Gaeilge*, pupils will have an opportunity to hear a 'flow' of *Gaeilge* and to become familiar with the sounds and sentence structures of *Gaeilge*.

In addition to story-telling as a teaching and learning methodology, Ireland has a strong story-telling tradition. This tradition is reflected in the history and development of the Irish language and Irish culture; a strong emphasis on story-telling is a wonderful opportunity for pupils to also engage with this aspect of their culture.

For these reasons, according as the *Gaeilge* (ONL) syllabus for pupils from Nursery I to Primary 2 was being revised in 2017-2018, the working-group for the revision of the syllabus asked teachers to trial a storytelling approach to the teaching of *Gaeilge* (ONL)

Feedback from teachers regarding the use of story-telling as a teaching and learning methodology has been overwhelmingly positive. All teachers recorded that this action has proven very effective and should be central to the revised ONL syllabus for younger pupils. Teachers felt that this emphasis had been effective in enhancing pupils' listening and comprehension skills in *Gaeilge* as well as their enjoyment of *Gaeilge*

2. Particular Observations:

- Traditional fairy-tales were used which pupils already understood in English. Pupils enjoyed hearing them a number of times, enjoyed joining in and enjoyed acting the stories out. It helped the enjoyment and understanding that pupils were already familiar with these stories. Sometimes teachers just chose to read stories- and, in some instances, the same story a number of times- which pupils enjoyed; other times teachers chose to use a story as the basis for a sequence of lessons culminating in art work and dramatization. Teachers felt it added to the effectiveness of the story to re-tell it a number of times over two or three weeks.
- Unfamiliar stories were also used to good effect; in these instances, stories were chosen carefully for both illustrations and interest-level. Many times, stories were chosen to correlate with themes being studied; the story then became an opportunity for pupils to hear and practise in context vocabulary being used. Children could bring these books home to share with their parents.
- Irish traditional myths and legends should form part of the provision as it is an opportunity for pupils to link with Irish culture.
- Textbooks often contain short stories and the potential of these for storytelling should not be overlooked. Rather than beginning with these as a text to be decoded by the pupils, the teacher could consider telling the pupils the story and using the conventions of story-telling to draw the pupils in; decoding the story can come later. As they tell pupils these stories, teachers should take the opportunity to elaborate upon the published text thereby enriching the store of language which the pupils are hearing.
- Simple novels can be used with older pupils. There is a range of appropriate novels available and can be sourced, for example, on the web-site for *An Gúm*. These can be read to pupils; again pupils do not need to understand every word to enjoy and understand the story. The teacher can support the story-telling by summarising and encouraging pupils to join in with these oral summaries. The novel can also be the source for expanding vocabulary particularly in terms of phrases and expressions.
- Pupils could select extracts from novels they enjoy in English and they could listen to these being read in *Gaeilge*; pupils could discuss the similarities and differences between the languages and select words and phrases which they would enjoy adding to their spoken and written vocabulary.

- Story- telling can become an integral part of Assembly with older pupils reading for younger pupils and parents, indeed, being asked in to read to pupils.
- Pupils can also be encouraged to tell their own stories for example creating picture-books about 'Mé Fein agus Mo Chlann' using photographs which they bring in from home and which teachers caption and develop into a book.
- Older pupils could be encouraged to use IT to create thematic books. On-line writing tools such as 'Storybird' and 'storyjumper' could be used to good effect. P5 pupils could create stories for M1, M2 and P1 pupils; they could consider characters, setting, plot and the phrases/language that needs to be repeated to facilitate younger pupils' participation in the stories.
- It is particularly effective if the story selected by the teacher matches the topic being taught; this allows the pupils to contextualise and apply the vocabulary and sentence-structures being taught.

3. Implementation

The following stories were used by teachers of pupils in M1-P2 and were judged by them to be very effective as a teaching and learning methodology.

Storytelling.

Maternelle and P1

Book Series

- Books from 'Seidean Si' and 'Tomás na hOrdóige'.
- 'An Leabhar Mór Buí' series agus 'Scéalta maidir le Bran'.
- Ciara Ni Dhuinn books which are translated to French and Spanish which gave a context to the Irish language within Europe <http://charliebyrne.com/ciara-ni-dhuinn-sraith-alainn-leabhar-do-leanai-agus-do-phaisti-oga/> .
- Audio books 'Laini i bPáras' agus 'An t-Earrach' from website www.seaseansi.ie

Individual books which teachers found particularly useful

- 'An Tusa mo Mhamáí?'
- 'Gadaí Beag'
- 'Eadaí Liam'
- 'Ag Siopadóireacht le Mamáí'
- 'Clifford-An Coinín ar Teitheadh'
- 'Is Geal Sibh Go Léir'
- 'Ulchabháin Óga'
- 'Sicín Beag a Chuaigh Amú'

- 'Ar Strae Beagán'*
- 'Eilifint Óg agus an Folcadán'*
- 'Cininn Ór agus na trí bheir'*
- 'An pota folamh'*
- 'An gCacann beacha'*
- 'Múinteoir Molly agus coinín na scoile'*
- 'Suiloid Bhrea.'*

Commentary on particular books

Brussels I reports that

'Ag peinteail an tí'-excellent for revising or introducing colours and also names of rooms in the house.

'An mac tíre a raibh faitíos an domhan air'-super story about a shadow who was afraid of everything. It was colourful book and a nice introduction to learning about emotions. A drama ensued about the shadow who was never scared of anything...a good book as a springboard to drama.

'Ag an gcarnabhal'- remembering that on mainland Europe, more emphasis is put on the Carnival holidays in February than on Halloween (seen as very American or Anglophone). There is a carnival parade on the day of the holidays and classes dress up in wonderful costumes. So to incorporate this aspect of life in the European school and to tie in with life in general in the European school, I used this book as a springboard to the celebration of carnival time, why, where it happens, what people wear and how it differs from our halloween customs and culture.

Examples of stories used by teachers in P2-P5

- Máire agus an Mála*
- *An Rún Mór*
- Tír na Deo*
- Is mise Manchán Maximus*
- Pádraigín Phleascach*
- Anansaí agus Scéalta an Domhain*

-Léigh sa Bhaile

-Oró na Circíní

-Drubal

Brussels III reports that

Rang 3 and Rang 4 have been engaging in drama and role play this year. By using Irish novels and short stories as a base, the children have developed their skills in listening, questioning, speaking and acting through Irish. The children acted out small scenes using our new vocab from the story. "Tension" was created by the teacher adding additional plots and alternative endings which challenged the children and encouraged them to use alternative vocabulary as well. Stories used include 'An Dochtúir Dan', 'Sraith Bran', 'An Breadán Feasa'. The children also took part in "interview drama" whereby they took on the role as the author of the stories. This developed their questioning skills and grammar techniques. It was clear that the children thoroughly enjoyed these activities and their confidence in speaking Irish has excelled. Their accuracy in the language has increased dramatically and they have reported that they try these little roleplays at home with their parents and siblings. Follow-up written activities have included summaries, web charts and comprehension tasks based on the stories.

Brussels II reports that

Táimid go léir ag cur béim ar an scéalaíocht i rith ár gceachtanna. Le déanaí, bhain mé úsáid as leabhair bheag le rang a ceathair agus rang a cúig. Roghnaigh mé leabhair éagsúla a bhí bunaithe ar téamaí na ceachtanna m.sh. Fionn agus an Fathach, Frídín agus a Chairde, An Líontán, Scuab Fiacal Danny, Clann Lir, Tá sé Dorcha. Léamar Scuab Fiacal Danny le chéile agus rinneamar cleachtaí bunaithe ar an scéal.'

'My focus in using story telling has been on familiar stories and traditional fairy tales. I have been using simple flash cards and finger puppets to re-tell stories, with younger children repeating words or phrases. Older children have been using drama to act out stories that they have read and re-told. We have had shared reading of bi-lingual books also.'

Munich reports that *'This is working well in class. Through reading a story I find that it is great for the children to hear the flow of the language and its fantastic how the children learn words (which you might not mean to teach) simply from hearing them a number of times. The children are enthusiastic to interact with the story and to interact with the language. Sometimes I use picture books and sometimes I might use sequences pictures and make the story myself. I also just use simple pictures and speak about them.'*

Liosta d'Àiseanna ar Líne don Ghaeilge

Foclóirí	Àiseanna Gramadaí
<p>Téarma: www.tearma.ie</p> <p>Teanglann: www.teanglann.ie</p> <p>Pota Focal: www.potafocal.com</p> <p>Logainmneacha : www.logainm.ie</p> <p>Ainmneacha: www.ainm.ie</p> <p>Spellcheck: www.cruinneog.com</p> <p>Liosta Foclóití: www.acmhainn.ie/focal.htm</p>	<p>Teanglann: www.teanglann.ie</p> <p>Gramadach na <i>Gaeilge</i>: www.nualeargais.ie/gnag/gramada.c.htm</p> <p>Bain Sup As: www.cogg.ie/bain-sup-as/</p> <p>Fiseáin 'Fís agus Foghlaim': Le fáil ar Youtube.</p> <p>Ceisteanna Gramadaí: www.acmhainn.ie/freagra/</p>
Éisteacht agus Labhairt	Dánta agus Amhráin

<p>Scéal an Lae: http://old.tg4.ie/en/programmes/cula4-nog/sceal-an-lae.html</p> <p>Cúla 4: https://www.cula4.com/en/</p> <p>Radio Rí-rá: www.rrr.ie</p> <p>Radio na Gaeltachta: www.rte.ie/rnag/</p> <p>Sub: www.subh.ie/bunscoil</p> <p>Robo: www.robo.ie</p>	<p>TGLurgan/Amhráin Nua Aimseartha: https://www.youtube.com/user/tglurgan</p> <p>Amhráin le Cartúin: www.cartoonsaloon.ie/2009/12/tv-series-siog-na-ran/</p> <p>Dánta : www.leighleat.ie</p> <p>Dánta agus Amhráin: https://comhaltas.ie/education/</p>
<p>Léitheoireacht & Scríobhneoireacht</p>	
<p>Léitheoireacht : www.leighleat.com</p> <p>Padlet : https://padlet.com/aisteic/leamh</p> <p>E-Leathanach : https://www.maynoothuniversity.ie/froebel-department-primary-and-early-childhood-education/leathanach</p> <p>Leabhair: Beatha Le Bua http://www.nicurriculum.org.uk/curriculum_microsite/beatha_le_bua/series1.asp</p> <p>Scríobhneoireacht: http://scriobhleabhar.ie/ www.storybird.com leabharbreac.com</p>	

Cluichí ar Líne	Cursaí <i>Gaeilge</i> ar Líne
<p>Snasa r Scéal:</p> <p>http://www.nicurriculum.org.uk/snas_ar_sceal/cluichi-ec1/</p> <p>Cluichí Focal:</p> <p>http://www.nicurriculum.org.uk/microsite/pl/irish/index.asp</p>	<p>Teastas Eorpach <i>Gaeilge</i>: www.teg.ie</p> <p>An Múinteoir: www.anmuinteoir.ie</p> <p>Is Féidir Liom: www.isfeidirliom.ie</p> <p>Lingua App: www.lingua-app.ie</p> <p>Duolingo: www.duolingo.com</p> <p>Abair Meánscoile: www.ceacht.ie</p>

Other Websites used-

- http://ncte.ie/upload//scoilnet/An_Fomhar/
- <http://scoilnet.magicstudio.ie/interactive/view/110575>
- <http://leighleat.com/>
- <http://scoilnet.magicstudio.ie/interactive/view/22991>
- <http://www.isfeidirliom.ie/lessons/lesson1/>
- <http://seideansi.ie/>
- <http://www.ncte.ie/upload/scoilnet/an%20t-earrach/>
- http://www.ncte.ie/upload/scoilnet/cen_saghas_aimsire/
- http://www.ncte.ie/upload/scoilnet/oiche_shamhna/
- <http://www.askaboutireland.ie/learning-zone/primary-students/3rd-+-4th-class/irish-3rd-+-4th-class/ar-dtimpeallacht/index.xml>
- <https://www.scoilnet.ie/uploads/resources/12887/12524.docx>
- <https://www.scoilnet.ie/uploads/resources/6230/6039.pdf>
- <https://stmarys-belfast.ac.uk/aionad/ioslaid/mefein2.pdf>

- <http://www.seideansi.ie/> (excellent but appears not to be working at the moment)
- <http://www.subh.ie/eadai/game.html>
- <http://www.ncte.ie/upload/scoilnet/geimhreadh/>
- <http://www.leighleat.com/>
- <http://resources.teachnet.ie/clane/2008/index.html>
- <http://scoilnet.ie/uploads/resources/14797/14436.pptx>
- <http://www.bbc.co.uk/northernireland/saintpatrick/en/html/>
- <https://www.scoilnet.ie/uploads/resources/11778/11409.pdf>
- http://www.ncte.ie/upload/scoilnet/oiche_shamhna/
- <http://resources.teachnet.ie/mmorrin/2004/contents.html>

The PDST service for on-going CPD for teachers in Ireland has a number of useful resources to support the use of story-telling in Irish. See link

<http://www.pdst.ie/Leitheoireacht>

See attached, from the PDST, two exemplars as to how novels could be used with the middle and senior classes. The approach in both exemplars could be adapted readily to other novels.

4. Exemplars from the PDST web-site of how stories can be used as a teaching and learning methodology.

Generic Exemplar (for use with any story)

An Leabhar Mor

**Cur chuige agus moltaí d'usaid leabhar mor le ranganna naíonain i scoileanna ina bhfuil an Ghaeilge mar dhara teanga
An treimhse reamheisteachta**

Taispeáin an clúdach do na páistí agus labhair faoin bpictiúr, m.sh.

Cé/Céard a fheiceann tú ar an gclúdach?

Cén dath atá ar an gclúdach?.....Cluiche-Feicim le mo shúilín beag rud buí/gorm...?

Cén t-ainm atá aran gcailín/ar an mbuachaill? An maith libh an clúdach?

An treimhse eisteachta

Léigh an scéal go nádúrtha ó thús go deireadh nó éisteann na páistí leis an scéal ar dhlúthcheirnín – i gcás Leabhair A & B (Maith Thú) tá an scéal scríofa taobh thiar den leabhar.
Tá sé tábhachtach go mbeadh na páistí páirteach i léamh an scéil.

Iarr orthu tuar céard a tharlóidh ansin, m.sh.
o Tomhais céard a tharlóidh ar an gcéad leathanach eile?
o Meas tú céard a tharlóidh don chailín/don bhuachaill?
o Céard a tharla ina dhiaidh sin?

Cuir ceisteanna ar na páistí chun iad a spreagadh labhairt faoin scéal agus faoi na pictiúir, m.sh.
o An bhfuil an buachaill sásta/crosta?
o An bhfuil áthas/fearg/brón/ocras/tart ar an gcailín?
o Cén dath atá ar an?
o Céard a fheiceann tú sa phictiúr?

An treimhse iareisteachta

Ceisteanna ginearálta a chur faoin scéal, m.sh.
Ar thaitin an scéal leat?
Cén carachtar a thaitin leat? Cén fáth?
Ar thaitin an moncaí /cat/damhán alla leat?
An raibh sé go deas/dána?
Cén t-ainm a bhí ar an mbuachaill/ar an gcailín /ar an gcat/ar an moncaí sa scéal?

Athinsint an scéil agus ord a chur ar scéal.
Léann tú an scéal arís ag tabhairt leideanna do na páistí chun cabhrú leat na bearnaí a líonadh nó déanfaidh na páistí athinsint ar an scéal ag úsáid na pictiúir mar leideanna.
s féidir leis an múinteoir úsáid a bhaint as téarmaí ar nós – Lá amháin, ar dtús, ansin, ina dhiaidh sin, faoi dheireadh- chun cabhir a thabhairt do na páistí an scéal a athinsint.

Gníomhaíochtaí breise

Pictiúir a tharraingt ag dul le h-athinsint an scéil.
Rothscéal a líonadh le heachtraí an scéil. (Is féidir leis an múinteoir ciorcal roinnte i 3/4 rannóg a tharraingt roimhré ar leathanach).
Pictiúir a tharraingt den leathanach is fearr leis na páistí.
Pictiúir a tharraingt den charachtar is fearr leis na páistí.

Exemplar: Use of novel with P3-P5

Fiacla Mhamó

Úsáid a bhaint as sraith Uí Bhriain leis na meánranganna /hardranganna chun taithí a thabhairt do pháistí ar fhíorleabhair Ghaeilge a léamh agus cleachtadh a fháil ar léitheoireacht na *Gaeilge*, chomh maith le gníomhaíochtaí éagsúla a thriail bunaithe ar an bhfíorleabhar. Tá cur chuige leagtha amach anseo ar an leabhar “Fiacla Mhamó”. Tá ocht leabhair sa tsraith seo ó Chló Uí Bhriain. Is aistriúchán ón mBéarla atá sa chuid is mó de na leabhair, mar sin, tá seans go bhfuil an scéal léite ag na páistí cheana i mBéarla.

Ainm an Leabhair: Fiacla Mhamó

Údair an Leabhair: Brianóg Brady Dawson

Léaráidí: Michael Connor Foilsitheoirí:

Cló Uí Bhriain

Téama: Mé Féin

Fo-théamaí: Mo Chlann

Ranganna: 3-6

Eagar an Ranga: An rang iomlán le chéile/Grúpaí/Beirteanna

Tréimhse réamhléitheoireachta:

Tá 56 leathanach léitheoireachta le pictiúir sa leabhar seo. Níl mórán téacs ar aon leathanach amháin agus is rud dearfach é seo i léitheoireacht sa dara teanga. Chun spéis a mhúscailt i measc na bpáistí i dtaobh an leabhair, labhair faoin gclúdach.

Ainmnigh an bheirt atá le feiceáil ar an gclúdach?

An bhfuil áthas/brón /eagla/fearg... orthu? Cén fáth, meas tú?

Ainmnigh do Mhamó féin.

Déan cur síos uirthi? Cén sort duine í? Cineálta, deas, cúthail...?

Ainmnigh na daoine eile i do chlann? Daideo, Aintín, Uncail,....

Scaip na Leabhair. Tabhair tasc do na páistí i ngrúpaí le triúr. Iarr orthu an t-eolas sin a chlárú ina gcóipleabhair chomh maith leis an dáta a tosaíodh an leabhar.

Faigh ainm an údair, an maisí, méid leathanaigh sa leabhar....

Tréimhse le linn léitheoireachta:

Is féidir leis an múinteoir an leabhar a léamh ina iomlán ar ghnáthluas ar an gcéad lá nó d’fhéadfadh sé/sí é a léamh sna laethanta roimhe.

Ansin, moltar an scéal a bhriseadh suas i bpíosaí, ionas gur féidir leis an múinteoir gníomhaíochtaí éagsúla a bhunú air agus leas ceart a bhaint as an leabhar agus an léitheoireacht. Beidh sé seo ag braith go hiomlán ar aois leibhéal na bpáistí agus caighdeán an ranga atá agat.

Lgh.6-11 Na leathanaigh á léamh ag an múinteoir ar dtús. Léigh an chéad sé leathanaigh le fuinneamh chun suim na bpáistí a choinneáil. Tá na leathanaigh an-ghearr agus coinneoidh tú fócas na bpáistí mar sin.

Cén fáth go bhfuil Danny ar bís ?

Ainmnigh na rudaí a rinne sé ina sheomra codlata chun é a ghlanadh?

Cén t-ainm atá ar dheirfiúr Danny?

Cén sort duine í Mamó? Conas atá fhios agat?

Iarr ar na páistí réamhthuar a dhéanamh faoi na leathanaigh atá le teacht. Is féidir leo a gcuid tuairimí a bhreacadh síos ina gcóipleabhair agus iad a sheiceáil nuair a bheidh na leathanaigh chuí léite acu. An raibh siad ceart/mícheart

Is féidir go leor cainte a bhunú ar na pictiúir sa leabhar. Na páistí ag cumadh ceisteanna bunaithe ar na pictiúir iad féin agus iad a chur ar a gcomráidithe ó bhéal.

Tar éis na chéad léitheoireachta lean an cur chuige seo a leanas. Tá bealaí difriúla chun an léitheoireacht a dhéanamh ionas go mbeidh éagsúlacht ar siúl sa rang Múinteoir/ páiste aonair /beirteanna/ grúpaí beaga/ slua/ os ard nó go ciúin.

Tréimhse iarléitheoireachta:

Abair an focal “ar bís” i mbealach eile - áthasach, gliondar croí.

“Ghlan sé a sheomra codlata” Druil ar

mo sheomra, do sheomra, a sheomra, a seomra srl. mo dheirfiúr, do dheirfiúr, a dheirfiúr, a deirfiúr srl.

mo bhreithlá, do bhreithlá, a bhreithlá, a breithlá....

Úsáid a bhaint as leathanach 7 chun treisiú ar an urú a dhéanamh:

ag an bhfuinneog, ag an mbord, ag an ngeata, ag an gcarr....

“Is breá liom cóisirí”, - is maith liom, is aoibhinn liom, taitníonn cóisirí liom...

Is féidir leis na páistí achoimriú ar an gcéad 6 lgh. a dhéanamh ó bhéal ina ngrúpaí beaga, tar éis na leathanaigh sin a bheith léite os ard nó os íseal ag na páistí ar dtús.

Gníomhaíochtaí- An Dara Lá

Tréimhse réamhléitheoireachta:

Réamhthuar ó na pictiúir. Céard a tharlóidh anseo meas tú? Úsáid a bhaint as gnáth briathra san Aimsir Fháistineach.

tógfaidh, cuirfidh, fágfaidh....

Tréimhse le linn léitheoireachta:

Lgh. 12-16 a léamh i mbeirteanna.

Iarr ar na páistí liosta de na briathra go léir a aimsiú agus a scríobh ina gcóipleabhair: d’iarr, faigh, bhí, fuair, d’oscail, thóg, chuaigh, d’fhéach, cheap.

Alt ghearr a chumadh ag úsáid na briathra céanna, é a rá, é a scríobh agus é a léamh don slua

Tréimhse iarléitheoireachta:

Téigh tríd na mothúcháin. iontas, áthas, imní, fearg, eagla, brón srl.

“Mo chuid fiacla” dul siar ar na Baill Bheatha agus druil ar;

mo chuid fiacla, mo chuid gruaige, mo chuid éadaí, mo, do, a, a,

ár, bhur, a, a úsáid anseo freisin

Pictiúr a dhéanamh i ngrúpaí de Na Baill Bheatha agus lipéid a chur air.

Achoimriú ar an scéal go dtí seo ó bhéal ó na páistí.

Bhí áthas ar Danny mar bhí a Mhamó ag teacht go dtí a bhreithlá. Ghlan sé a

sheomra codlata. Sa deireadh tháinig Mamó. Thug sí barróg mhór do Danny. An oíche sin thug Mamó airgead do Danny. Fuair Danny gloine uisce do Mhamó le haghaidh a cuid fiacla. Chuir Mamó na fiacla sa ghloine agus chuaigh sí a chodladh.

Gníomhaíochtaí – An 3ú Lá:

Tréimhse réamhléitheoireachta:

Iarr ar na páistí éisteacht go cúramach fad is a léann tú an chéad pháosa eile. Ón éisteacht tá orthu na príomh rudaí a tharla sna leathanaigh sin a scríobh síos. Nuair atá fócas cinnte agus tasc cinnte acu tá orthu éisteacht go géar chun an eolas a fháil. Do na ranganna laga d'fhéadfaidís pictiúr a tharraingt in ionad é a scríobh.

Tréimhse le linn léitheoireachta:

Lgh. 17-27 a léamh arís ag an múinteoir.

Sa pháosa seo bunaithe ar lch. 20 . Bheadh an tasc “éist agus tarraing” úsáideach agus taitneamhach. Cuirtear síos anseo ar Danny ag cur fiacla Mhamó isteach ina bhéal féin. Déanfar comparáid idir a bpictiúr féin agus an ceann sa leabhar níos déanaí.

Tréimhse iarléitheoireachta:

Iarr orthu cur síos ar na heachtraí céim ar chéim:

Ar dtús bhí Danny sa seomra folctha. Ansin dhún sé an doras. Ina dhiaidh sin chuir sé na fiacla ina bhéal féin, bhí blas uafásach orthu. Ina dhiaidh sin arís nigh sé na fiacla agus chuir sé ar ais ina bhéal iad. Ar deireadh rinne Danny meangadh mór gáire sa scáthán.

Cúpla cheist a chur ar na páistí:

Cé mhéad atá sa chlann?

Ainmnigh gach rud a fheiceann tú ar an mbord sa chistin? Liostáil na rudaí a itheann tú féin don bhricfeasta?

Scríobh amach biachlár don bhricfeasta i ngrúpaí beaga?

Dírigh na páistí ar an gcaint “Dhíreach” ar lgh. 26, 27.

Bí cúramach, bí ciúin, bí sásta srl/

“Thit an ubh ar cheann Shíle”

Thit an ubh ar chos Shíle/ ar chluas Shíle srl.

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Annex 8: Content and Language Integrated Learning (CLIL)

(Key Competences for Lifelong Learning: *Communication/Cultural awareness and expression/Learning to Learn/social and civic competences/sense of initiative and entrepreneurship/digital learning*)

1. Background

The language curriculum in Ireland states that Content and Language Integrated Learning (CLIL) is an effective way to increase pupils' exposure to Irish by creating authentic contexts for pupils to use the language. CLIL affords pupils 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 lessons. 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 pupils in groups. Subjects can be taught using CLIL with teachers having introduced the necessary new language related to the subject in advance. CLIL is recognised as a successful approach to language teaching and learning in Europe and internationally. Research evidence shows that language learning is more effective when it is combined with content learning in another subject other than the language being learned.

2. Important considerations for adopting CLIL as an approach

For pupils

- Successful acquisition of any language requires communication in the language. For this reason, it is essential that pupils learning through CLIL have regular opportunity to communicate through Irish.
- While pupils will use English initially, pupils will eventually move toward using Irish over time as they build up confidence and ability in Irish.
- It is important (as with learning any language), that pupils are not continually corrected so they do not develop a negative attitude to the language. Inter-language (where pupils use English and Irish in the same sentence) is completely acceptable as pupils endeavour to use Irish vocabulary and language structures. Rather than being detrimental to learning the target language, it actually helps pupils understand and use the language structures and vocabulary.

For teachers

- For teachers, it may be the first time they have experienced teaching another subject through Irish; this presents its own challenges. In this context, teachers may experience frustration when unable to express themselves as they would in English. However, teachers can accept that they themselves are learning too and it is acceptable that teachers may have to use some English in the initial stages and that they may not be able to teach through Irish for the complete lesson. Teachers may

adopt a phased use of Irish and English until they themselves reach a threshold where they are comfortable teaching through Irish for the majority of the lesson.

- Language learning in CLIL needs to be considered according to two language types:
 - Content obligatory language: this is the language that is specific to the topic in the lesson e.g. teaching about the lifecycle of the frog would involve teaching subject specific vocabulary such as egg, tadpole, frog etc.
 - Content compatible language; this is the more general language that learners need to use when learning about a topic. This language may be relevant in the learning of other topics or may already be known to learners e.g. teaching about the lifecycle of the frog might involve using language such as then, after some time, finally.

A number of principles with regard to teaching the lessons are worth noting

1. In the beginning teachers could accept questions from pupils in English but answer them in simple Irish.
2. In the longer term, teachers might rephrase in Irish the question posed in English by the pupils.
3. Discussion in English between pupils should also be permitted initially but pupils should gradually be encouraged to use Irish.
4. Group and pair work are vitally important to stimulate and allow for communication through the language.
5. The new vocabulary and language structures needed for the content class should be taught and reinforced in the language class. Pupils should not be meeting the target language for the first time in the content class. Successful planning will ensure that language learning is built upon in each lesson.
6. Information to be taught may need to be simplified in Irish and presented in a way that facilitates understanding. Visual organisers such as charts, diagrams, drawings together with hands-on experiments are all common CLIL strategies.

3. Potential for CLIL in the European School context

In the European School system, the pupil's Irish teacher is not always their class teacher and they do not learn Irish within their usual classroom setting; they are withdrawn in a small group- sometimes with pupils from other classes, sometimes with pupils from other class-levels. Notwithstanding this, in trialling a CLIL approach, teachers in the ES system see potential in CLIL to enrich their provision for *Gaeilge* (ONL). From their trialling, teachers identify the following as possibilities

- Consolidating, extending and applying learning arising from curriculum areas such as 'Discover The World' or 'European Hours'; in this instance, pupils develop conceptual understanding through English and, under the direction of the teacher, can be scaffolded to explore this further through Irish. A further adaptation of this example would be for pupils to select for themselves an aspect of 'DiscoverThe World' or 'European Hours' to explore further. Older pupils in the ES system are already, on

occasion, engaging in this kind of learning approach as part of their approach to learning French or German.

- Using learning experiences and methodologies within curriculum areas such as Physical Education (PE), Visual Arts, Music and Drama as a means of exploring topics within the *Gaeilge* (ONL) syllabus.

Alicante reports that, *'We have continued to do project-based work - after completing the Saol san Scoil Eorpach project, X worked on collating his work on hurling into a PowerPoint project. I have found that the project-based approach worked really well this year. X chooses which topics he would like to work on and because of this he is enthusiastic about and proud of his work.'*

Frankfurt reports that, *'This year our P3 & P4 combined for a dance dramaíocht called "An Máistir Damhsa" and the P5 pupils focused on the story of St Patrick. For each we focused on CLIL lessons – Art for St Patrick and Dance/Sport for P3/4 all taught through the medium of Irish. Both projects were very successful. At the end of June, P5 will complete the Saol sa Scoil Eorpach Unit as developed by the WG. This will tie in with their DOW lesson that run concurrently. Colleagues noted that CLIL Lessons were particularly worthwhile at the later stage of the school year. At the ESF, the final term is very broken up – Green Weeks, Sports Days, Spring Fairs, Summer Fairs, Kiva Happenings etc – and it is extremely difficult to plan and implement a series of lessons.'*

Luxembourg II reports that *'I particularly like the idea of integrating subjects like Art, Drama and P.E. into Gaeilge lessons. Sometimes teaching only two pupils can be a little intense, so linking these subjects would be a great opportunity to depart from our usual, classroom based, teaching environment. It is a methodology I hope to pursue next year.'*

Support Material on using CLIL is available in the Primary Language Toolkit which accompanies the language curriculum in Ireland and is available at www.curriculumonline.ie

Annex 9 : Teaching a sequence of lessons on the basis of the theme ‘Life in the European School’

(Key Competences for Lifelong Learning: *Communication/Cultural awareness and expression/Learning to Learn/social and civic competences/digital learning.*

1. Background and Rationale

Findings from the questionnaire completed by teachers and parents on provision for *Gaeilge* (ONL) suggested that the theme-based approach to the teaching of Irish as promoted in the 1999 curriculum gave useful direction to teachers and should be retained but could usefully include a series of lessons on the theme of ‘Life in the European School’. As such, teachers in Brussels III and Frankfurt agreed to develop and pilot a series of lessons based on this theme ; it was decided to develop one series for pupils in Primary 1 and Primary 2 and another series for pupils from Primary 3 to Primary 5. Having been piloted and adapted, these series of lessons were trialled by teachers generally within the system.

2. Approach to implementation

The following series of lessons are offered as exemplars ; teachers are free to adapt, adjust and, indeed, develop their own series of lessons based on this theme. While ‘Life in the European School’ is a specific theme it is probably best taught as an on-going theme ; this will optimise the potential for revising, consolidating and applying the language thereby enhancing learning for pupils.

The feedback from Brussels III in trialling this theme and integrating it into provision generally is interesting :

*‘Having explored **An Saol Sa Scoil Eorpach** in depth last year we used it as an integrated topic rather than a stand- alone topic this year and linked it to other planning and themes. With regard to **CLIL** we have found that working in an integrated way is the best way to operate in Irish Language in the European School context and to integrate the Aistear philosophy and storytelling alongside. Time constraints and distances to get to Irish rooms etc. comes up often as a point in feedback. With this in mind and rather than looking at Aistear, Storytelling and CLIL as separate entities we are looking at revising our basic thematic annual plan to incorporate these areas so that we can achieve a balance between approaches throughout the year.’*

This point illustrates how themes provide the context in which language can be developed while play, story-telling and CLIL are all approaches through which language can be

developed. Context and approaches are not, therefore, an end in themselves but rather a means to an end and, as such, teachers should feel free to select and manipulate themes and approaches in whatever way will best bring about learning for their pupils at any particular time.

Teachers in a number of schools submitted PowerPoint presentations which they prepared to assist them with teaching these lessons. These can be made available to teachers.

4. Series One : An Saol sa Scoil Eorpach (P1,P2)

Eispéiris Foghamtha

Téama : An Saol sa scoil Eorpach (P1 P2)

Iarratais agus ceisteanna P1	Iarratais agus ceisteanna P2	A bheidh á mhúineadh	Modheolaíocht	Measúnú Is féidir le gach páiste...
Teanga Ó Bhéal (Cumarsáid)				
<p>Cár bh as duit ? Éire</p> <p>Cá bhfuil tu i do chónaí ?</p> <p>Cén scoil ina bhfuil tú anois ?</p> <p>An maith leat an scoil Eorpach?</p>	<p>Cár bh as duit ? Contae na/an..</p> <p>Cá bhfuil tú i do chónaí anois ? Ta mé i mo chónaí i.....</p> <p>Cén scoil ina bhfuil tú anois? Cad is ainm don scoil in Éirinn ?</p> <p>An maith leat an scoil Eorpach?</p>	<p>Cur síos a dhéanamh ar na daltaí féin.</p> <p>Cur síos a dhéanamh ar na scoileanna féin</p> <p>Difríochtaí idir an scoil Eorpach agus na scoileanna in Éirinn.</p> <p>Léarscáil a úsáid. https://europa.eu/european-union/about-eu/countries_ga</p> <p>Tíortha atá san hEorpach</p>	<p>Obair Beirte</p> <p>Obair thionscadáil</p> <p>Suirbhé a dhéanamh</p> <p>Cluichí:</p> <p>*Feicim le mo shúilín tír ag tosú le..</p>	<p>Ceisteanna a chur agus a fhreagairt faoi thíortha na hEorpa.</p> <p>Cur síos a dhéanamh ar scoil Eorpach</p> <p>Tíortha na hEorpa a aithint</p> <p>Bratach na hEorpa a aithint</p> <p>Priomhdhathanna a aithint</p>

<p>Conas a tháinig tú ar scoil ar maidin?</p> <p>Taispeáin dom an Ghearmáin/an Fhrainc...</p> <p>Cá bhfuil an scoil seo?</p> <p>Cén tír ata ann...</p> <p>Céard iad na tíortha atá in aice le...</p> <p>Cén bhratach í seo? Is í seo breatach na hEireann.</p> <p>Cén dathanna atá ar an bratach?</p>	<p>Cén scoil is fearr leat? An scoil in Eirinn nó an ES...? Cén fath?</p> <p>Conas a tháinig tú ar scoil in Eirinn?</p> <p>Cuir do mhéar ar an nGearmáin/a n Isiltír...</p> <p>Cen tíortha atá in aice leis an Iodáil...?</p> <p>Cá bhfuil an scoil? Céard í príomhchathair na Gearmáine? Tá Berlin sa dtuaisceart.</p> <p>Cén tír atá ann...</p> <p>Cén tíortha atá in aice le...</p> <p>Cén bratach e seo? Is é bratach an Ghearmáin....</p> <p>.</p>	<p>Príomhchathair na hEorpa.</p> <p>Príomhchathair na tíre.</p> <p>An Tuaisceart, an Deisceart, an tIarthair agus an tOirthear a léiriú.</p>		<p>An Tuaisceart, an Deisceart, an tIarthair agus an tOirthear a aithint</p> <p>-tuairimí i gcoitinne a nochtadh</p>
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	Cén dathanna atá ar an bratach?			
Léitheoireacht				
Gearr-scéalta nó leabhair bunaithe ar an téama “ An scoil”	Bua na Cainte Bua na Cainte Maith Thú Bun go Barr			
Scríbhneoireacht				
Dathaigh Bratacha éagsúla ón Eoraip Scríobh ainmneacha tíortha ar léarscáil Gearrscéal beag bunaithe ar na daltaí féin. Litriú Bunaithe ar an bhfoclóir atá le úsáid ag am comhrá, léitheoireacht agus an	Dathaigh Bratacha éagsúla ón Eoraip Scríobh ainmneacha tíortha ar léarscáil Gearrscéal beag bunaithe ar na daltaí féin. Litriú Bunaithe ar an bhfoclóir atá le úsáid ag am comhrá, léitheoireacht			

cuid scríbhneoireachta	a agus scríbhneoireachta			
Achmhainní An t-Idirlíon Cluichí Scoilnet Bua Na Cainte 1, 2 Learscáil ICT* Google Maps/Google Earth https://europa.eu/european-union/about-eu/countries_ga		Naisc agus Comhátu		

Series 2: An Saol sa scoil Eorpach (P3-P5)

Pointe tosaigh do gach rang:

Fo-Théamaí		
Ranganna	Ranganna	Ranganna
Clár ama	Clár ama	Clár ama
Ábhair nua	<i>Difríochtaí idir rang 3 agus 4. Seomraí éagsúla sa scoil.</i>	
An clog	An clog	
Tíortha na hEorpa	Tíortha na hEorpa	
Turais scoile rang a 3	Turais scoile rang a 4	Turais scoile rang a 5
	<i>Springfest</i>	<i>An Mheánscoil</i>

Rang a tri Aimsir gnáth láithreach/Chaite	Rang a 4 Aimsir gnáth láithreach/Chaite	Rang a 5 Aimsir gnáth láithreach/Chaite/Fháistí neach	Acmhainní
<ul style="list-style-type: none"> - Cén rang ina bhfuil tú anois ? - Cad iad na ranganna sa scoil Eorpach 	<ul style="list-style-type: none"> - Cén rang ina bhfuil tu anois? -<i>Léiríonn na difríochtaí idir</i> 	<ul style="list-style-type: none"> -Cén rang ina bhfuil tú anois? -An difríocht idir rang 4 agus 5 	Léarscáileanna Téacsleabhar

<ul style="list-style-type: none"> - Cén t-ábhar is maith/is fearr leat ? - -Is maith liom/Ní maith liom/Is breá liom Is fearr liom.... - An bhfuil tú ag súil le huaireanta Eorpacha ? - Cad as duit ? - Cad as do na daoine i do rang (suirbhé) (Tíortha na hEorpa) - Turais scoile rang a tri - Gníomhaíochtaí i rang a 3 - Na rudaí a/nach (d)t(h)aitníonn leat sa scoil Eorpach - Déan cur síos ar do lá sa scoil Eorpach 	<p><i>rang a 3 agus 4, mar shampla (Bíonn an dara teanga againn tar éis an lóin....anuraid h bhí sí againn ag</i>)</p> <p>(athdhéanamh clár ama, ábhair etc) An clog</p> <ul style="list-style-type: none"> - Cén t-ábhar is fearr leat ar scoil? - Is/ní maith liom Is fearr liom<i>mar.....(tuairim a thabhairt)</i> <p><i>Déan cur síos ar uaireanna Eorpacha mar ábhar scoile. Cad a dhéanann tú sa rang seo ? Ceard é an ghníomhaíocht is fearr leat?</i></p> <p>Turais scoile i rang a 4 <u>Ocáid speisialta</u></p>	<p>(athdhéanamh clár ama, ábhair etc) An clog</p> <p><i>Teangacha sa scoil</i></p> <p><i>Daoine a oibríonn sa scoil agus na rudaí a dhéanann siad</i></p> <p><i>An Mheánscoil (An bhfuil tú ag súil le dul go dtí an mheánscoil? Cén fáth?)</i></p> <p><i>Cad a dhéanfaidh tú ann?</i></p> <p><i>Cad ba mhaith leat a dhéanamh?</i></p> <p><i>Cén difríocht atá idir an bhunscoil agus an mheánscoil?</i></p>	<p>Cluichí lotto</p> <p>Cluichí smarty cats</p> <p>Leabhar Seo í mo scoil (Unicef)</p>
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	<i>Springfest. Céard é agus déan cur síos air ?</i>		
Forbairt foclóra Naíonáin, rang 1,2,3,4,5 Abhair: <i>Gaeilge</i> , Béarla, Matamaitic, Spórt, Ealaín, Ceol, Uaireanta Eorpacha, Stair, Tíreolaíocht . snámh Tíortha na hEorpa Cad as na páistí I do rang?	Forbairt Foclóra Uaireanna Eorpacha. Grúpaí, Cóir agus ceol fhoireann <i>Aiteanna /seomraí na scoile</i> An bhialann Linn snámha Ionad spóirt Seomra Ríomhaire Ospidéal na scoile Oifig iompair	Forbairt Foclóra Ábhair scoile. B'fhearr liom _ ná_ mar.... Na teangacha a bhíonn á labhairt sa scoil Fraincis, Gearmáinis, Spáinnis, Gréigis etc Na teangacha is féidir leatsa a labhairt Daoine ag obair sa scoil Príomhoide, leas-príomhoide, Múinteoirí éagsúla, Rannóga teanga na scoile	
Gníomhaíochtaí Mind map Comhrá beirte Sonraí a bhailiú Pictogram/barchart (Cad as na daoine i do rang?)	Gníomhaíochtaí Mind map Comhrá beirte Suirbhé bunaithe ar na hábhair is fearr le do rang.... <i>Treoreacha a chumadh</i>	Gníomhaíochtaí Mind map Comhrá beirte <i>Ceisteanna a chumadh i gcomhair ceistiúcháin</i>	
Léitheoireacht agus Scríbhneoireacht			
'Mind maps' na bpáistí agus lipéidí Suirbhé An téacsleabhar	Mind maps na bpáistí agus lipéidí Suirbhé An téacsleabhar	Mind maps na paistí agus lipéidí Suirbhé An téacsleabhar	

<p>Obair na bpáistí eile i rang 4/5/2/1</p> <p>Liosta tíortha na hEorpa a dhéanamh Clár ama a chumadh</p> <p><i>Scríobh píosa gearr faoi do shaol sa scoil Eorpach</i></p>	<p>Obair na bpáistí eile in rang 4/5/2/1 Clár ama a chumadh</p> <p><i>Scríobh píosa gearr faoi Springfest Treoracha a chumadh/ a rá/a scríobh/a leanúint chun dul go seomraí éagsúla sa scoil</i></p>	<p>Obair na bpáistí eile i rang 4/5/2/1 Fantasy Clár ama a chumadh</p> <p><i>Duine sa scoil a cheistiú faoin obair a dhéanann siad sa scoil Dialann ranga a scríobh</i></p>	
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Progression between year levels is highlighted in red.

Having trialled 'An Saol sa Scoil Eorpach', teachers noted the following:

'As part of 'An Saol sa Scoil Eorpach' we engaged in informal discussions about various school topics (trips and activities undertaken, canteen visits) and also explored their individual timetables. The power point presentation will be a useful tool to develop this theme further in the future.'

'I have re-visited this topic (An Saol sa Scoil Eorpach) and the children, while challenged by the vocabulary of different countries, have been enthusiastic about discussing the mix of nationalities in their classes (P3, P4 and P5) and differences between our school and other schools. We included online flag identification and European map activities to practise some of the vocabulary.'

Annex 10: Assemblies for nursery and primary pupils studying *Gaeilge* (ONL)

(Key Competences for Lifelong Learning: Communication/Cultural awareness and expression/Learning to Learn/social and civic competences)

1. Background

Emerging from the questionnaire findings of 2017, there was a general feeling that it would be beneficial if pupils studying Irish could come together from time to time. It was felt that this would

- enhance pupils' sense of identity and sense of being part of an Irish community,
- provide them with the experience of being part of a larger group of pupils learning Irish,
- provide them with an audience for their learning,
- add to pupils' sense of learning Irish as an enjoyable experience.
- provide an opportunity for engaging with Irish culture

This correlates well with the vision set out in the *20-Year Strategy for the Irish Language 2010-2030 (2010)* in particular the need to 'give life to the Irish language outside the classroom for the young people who study it in the formal education system.'

Two schools (Brussels III) and Frankfurt undertook to trial assemblies between September and December 2017 as a way of bringing pupils studying *Gaeilge* (ONL) together. The feedback from Brussels III and Frankfurt was very positive; assemblies were feasible, worthwhile and enjoyable. All European Schools were invited to hold two assemblies between January and June 2018 and to continue with these throughout the school year 2018-2019.

2. General points emerging from the trialling of assemblies

- The second term of the year is a good time to try the idea of an assembly out; European schools already mark St Patrick's Day with some events (which is, in effect, an assembly) so it makes sense to see these events as an opportunity for Irish pupils to come together to share and use their how this idea of a communal activity which happens naturally during this term could also be extended into usual provision for *Gaeilge* (ONL).
- Assemblies can link with other '*ócaidí speisialta*' such as Hallowe'en and this allows for the exploration of Irish customs e.g. playing traditional Hallowe'en games.
- When schools hold an assembly, they have to do so in a way that suits them and what is logistically possible will vary from school to school.
- Where numbers of pupils learning *Gaeilge* (ONL) are small, an assembly might be an opportunity to invite parents in and have a shared lesson whereby pupils can share their learning with their parents.
- Where there may be Irish pupils not learning *Gaeilge* (ONL), consideration might be given to also inviting these pupils to the assembly as part of the wider Irish community in the school; it would be nice for these pupils to see what their classmates are learning as part of *Gaeilge* (ONL).
- Depending on circumstances, it might be nice to invite some Irish pupils learning *Gaeilge* in the secondary school to the assembly and to ask them to participate in the assembly; younger

pupils like meeting older pupils, it allows the primary pupils to see progression in *Gaeilge* and it might encourage the primary pupils-particularly P5-to keep studying *Gaeilge*.

- Some schools have a '*Seomra Gaeilge*' in which they could hold the assembly. Of course, these rooms may be too small and other schools will have no '*Seomra Gaeilge*'. In Frankfurt teachers used the library; other schools may have to find a communal space which they can use. Holding the assembly in a communal area might be a nice way of bring *Gaeilge* into the public spaces of the school.
- Some schools might wish to record the assembly on camera or in pictures; some pupils might like to get their mainstream class-teachers to show this in their classrooms.
- Brussels IV developed an on-line partnership project with a school in Ireland and for their second assembly, they recorded a video of each of the classes performing a chosen song or poem. The video was sent to the link school in Mayo.
- While school-management is very receptive to facilitating an assembly to mark St Patrick's Day, it can be difficult (freeing up teachers and pupils). In these circumstances, it might be easier, from time to time, to bring two classes together; the pupils will enjoy coming together and having an audience to share their learning. Similarly, having a parent to come in and read to the class can also create this idea of people coming together and creating an audience for sharing learning in Irish.

3. Examples of Assemblies

Brussels III

'We held two assemblies for 20 minutes during break-time; we opted for shorter assemblies in order to have them more frequently. Essentially, these assemblies were opportunities for pupils from maternelle to P5 to share their learning. Because we explore the same theme at the same time with all age groups during Gaeilge lessons, pupils were interested to see what other pupils had been learning about these shared themes. The first assembly was based on the newly-devised theme of 'An Saol san Scoil Eorpach' (to be trialled in all ES from September 2018) and the second theme was based on the theme of 'Sa Bhaile'. The assemblies were held in the Seomra Gaeilge. 29 pupils and 3 teachers attended- so there was certainly a sense of community! The Patrick's Day Assembly is usually held in the Music Room allowing some dancing to be included. Overall assemblies have proven very successful in engendering a sense of enjoyment, community and identity among pupils. In terms of finding a time when the assemblies could be held, we felt that their only viable option was to use break- time when all the pupils would be free. While the assemblies had to be held during break-time, we felt the assemblies were sufficiently worthwhile and enjoyable to warrant the use of break- time. We feel that such assemblies could certainly be held once per half- term and that it is easy enough to deal with any practical issues that arise i.e. finding a colleague to cover a supervision duty if necessary, the P5 pupils collecting the Irish pupils from maternelle etc Any assembly being held during class-time would need to be organised well in advance so that other teachers can be approached to release pupils; other teachers cannot be expected to release Irish pupils for assemblies on too frequent a basis.

We have continued with our approach to assemblies i.e. short assemblies once every 6 weeks in the morning breaks as far as possible. We had a very successful Saint Patrick's Day assembly this year which involved children, teachers, and almost all of the parents. Everyone took part in the singing, dancing and the quiz. Afterwards the parents came together in the Irish room for coffee and homemade cake (made by a very kind parent) and a chat so that they could see where the children spend time for Irish lessons. '

Frankfurt

Frankfurt brought the pupils together in the library to listen to a parent reading a story. The pupils enjoyed the activity and enjoyed getting together. This assembly was held during school-time during a *Gaeilge* (ONL) period which suited some pupils but involved other pupils coming from other lessons. Irish teachers gave colleagues sufficient notice and colleagues were obliging. The assembly lasted 30 minutes. To add to the sense of occasion, photographs were taken which the pupils enjoy looking at and which can form the basis of a lesson where pupils can be encouraged to describe *as Gaeilge* what is happening in the pictures in and describe *as Gaeilge* what happened during the assembly. Now that a 'Seomra Gaeilge' has been set up in the school, these assemblies have moved from the library to the *Seomra Gaeilge*.

...in terms of St Patrick's Day

'We have been running a St Patrick's Day show as our main assembly for 6 years now. Generally we book the Aula - a shared space with stage and seating - incorporating performances, drama, songs, poetry, dancing etc from KG all the way up to Secondary. Parents are invited and are extremely helpful, organising refreshments on the day along with a raffle of some description. It is always a very nice morning and is enjoyed by all - it has been commented on more than one occasion that it is a lovely way for new parents to meet existing Irish parents and helps to create a sense of community for them. We generally book the space well in advance - before Christmas - cover teachers are generously supplied for us by the school for the morning of the event – normally 8.30-10.00.'

'This year we had our 7th annual St Patrick's Day performance, incorporating music, song, dance, storytelling and poetry from our Pre-Primary pupils all the way up to our S6 pupils. Attendance was large (60+) and pupils, teachers and parents enjoyed the experience. This assembly very much helps children focus in January and February and motivates them to practise their language and prepare accordingly.'

Alicante

For St Patrick's Day we had a little party with Irish treats, songs and poems. We also had Irish dancing. I taught my (base) class Ballaí Luimní and also an easy Irish polka and they performed it for about half of the school, it was great. X joined in when his class came to watch. I think it's nice to have that link where the Gaeilge students can share Irish experiences with their classmates.

'I have consciously created more opportunities this year for the Irish pupils to gather together. We all worked in our class groups on a project on Ireland and its culture, language and traditions. The groups came together on a number of informal occasions to show their work to each other and to plan their next steps. They arranged the displays and organised the younger pupils' input. We planned its completion for Saint Patrick's Day, which was the week of our first school Open Day, so the pupils had an added incentive to display their work. To celebrate Saint Patrick's Day, we gathered for music and Irish dancing. I will definitely plan a Halloween assembly, thanks to the feedback I have read from another teacher trialling assemblies in a European school.'

Munich

'For St. Patrick's day we had a lot of fun in class making shamrocks and St. Patrick's Day hats. I also based this around a simple picture story which I was able to find on twinkl resources. We then made things from the story such as shamrocks and hats and when we read through the story. The second time we read the story the children were able to point to the pictures and say the words as Gaeilge. On the lead up to St. Patrick's day we also learned a verse of 'beidh aonach amarach' which we still practise while the children are colouring or working. I find that music is a great thing to listen to while the children are colouring etc. as they can pick up so much.'

Brussels IV

'For St. Patrick's day we held our Annual Irish dancing event. Like previous years, using the school community fund we had some Irish musicians and a dance teacher come to the school for 4 sessions of 45 minutes. The first session was specifically for all children who studied Irish. Some parents also joined on this morning. It was a very nice event for all the Irish community to come together. The other 3 sessions were for the rest of the Anglophone section and then children from other sections also got to participate.'

Luxembourg I and II

Luxembourg I and II held a joint assembly for St Patrick's Day which also involved second-level pupils. All *Gaeilge* (ONL) classes participated through song, dance and drama; all these activities were prepared during the *Gaeilge* (ONL) lessons. Pupils who play Irish traditional instruments also had an opportunity to perform. Parents were invited to the assembly; the Irish ambassador to Luxembourg also attended. Refreshments added to the sense of occasion and celebration.

Brussels I

'Bhí cruinniú againn ar Lá Fhéile Phádraig agus rinneamar cartaí agus féasta roimh an lae. Bhí céilí againn agus bhain na leanaí a lán taitnimh as an gcruinniú.'

Brussels II

'An assembly was held for Oíche Shamhna; this was open to all Irish pupils and parents, an Irish breakfast was held, the children played traditional Halloween games and the pupils learning Irish recited Irish poems and sang Irish songs. We will have another assembly for Patrick's Day and an assembly in the summer term where the older pupils will read to the younger pupils'

Annex 11: On-line link with a school in Ireland

(Key Competences for Lifelong Learning: *Communication/Cultural awareness and expression/Learning to Learn/social and civic competences/sense of initiative and entrepreneurship/ digital learning.*

1. Background

In January, 2018 teachers in Brussels IV created an on-line link between *Gaeilge* (ONL) classes in Brussels IV and a class in Ireland. The purpose of the on-line link was to

- create a link for Irish pupils in Brussels IV with pupils in Ireland,
- expand the peer learning group for the Irish pupils in Brussels IV,
- provide the Irish pupils in Brussels IV with a forum in which they could practise and apply their learning in Irish,
- provide pupils in Ireland with a link to Europe and give them an opportunity to see Irish being used outside of Ireland.

The idea of an on-line link correlates well with the vision set out in the *20-Year Strategy for the Irish Language 2010-2030 (2010)* in particular the need to 'give life to the Irish language outside the classroom for the young people who study it in the formal education system.'

This idea of an on-line project partnership also provides pupils with an opportunity to engage with communication technology and develop digital literacy skills including the capacity to engage with digital technology in creative and imaginative ways. In this example, digital technologies can help pupils to demonstrate knowledge, skills and understanding in Irish.

2. Example

Brussels IV linked the P4 and P5 *Gaeilge* (ONL) class 15 pupils with 20 pupils from 4, 5 and 6th class in a 53-pupil, 3-teacher school in Mayo. One of the teachers in Brussels IV was seconded from the school in Mayo.

Both schools decided that they would undertake their project through skyping each Monday and also sending videos to each other. Pupils spoke to each other through skype and also played a number of language games.

The project was called '*Ag Teacht Le Chéile*'.

While a *Gaeilge* (ONL) class might want to set up and run the partnership project for an indefinite period, there is also great merit in running the project for a fixed time-frame; indeed, a fixed time-frame could help maintain focus and momentum.

Schools in Ireland can vary in context and circumstance and this can have an impact on the feasibility of setting up such an on-line link. Notwithstanding this, such a link can be beneficial in extending and enriching the learning context for pupils and should be actively considered by every teacher.

Teachers could also consider creating links/blogs between their classes and classes in other European Schools.

Annex 12: Extended learning outcomes for more able pupils in *Gaeilge* (ONL)

(Key Competences for Lifelong Learning: Communication/Cultural awareness and expression/Learning to Learn/social and civic competences/sense of initiative and entrepreneurship/ digital learning.

- 1. Background and Rationale:** While the majority of pupils studying Irish in the ES system are unlikely to be native speakers of Irish or have Irish as a home language and are, therefore, learning Irish as a second language, the designation of Irish within the ES system is not as a second language but rather as another national language (ONL). This is an important distinction as designation as another national language allows for the possibility that some pupils studying Irish at some stage may indeed be native speakers of Irish or may have Irish as a home language. The *Gaeilge* (ONL) syllabus needs to cater for both kinds of pupils. The outcomes-based approach of the curriculum presented as a progression continuum together with the small numbers of pupils in each class provides teachers with the potential to pitch their teaching at the most appropriate level for each pupil. To that end, this annex describes extended learning outcomes for native speakers of Irish or home speakers of Irish; this annex could also accommodate able proficient speakers of Irish who arrive in the ES system from a *Gaelscoil*.

EISTEACHT
Tugann an páiste aird ar chumarsáid bhriathartha agus neamhbhriathartha i gcomhthéacsanna éagsúla (tugann sé/sí aird ar gheáitsí agus ar ghothaí coirp). Éisteanann an páiste le daoine nach bhfuil aithne aige/aici orthu ag caint agus ag léiriú focail/frásaí nua. Díríonn an páiste-aird ar an bhfuaimniú ceart ó thaobh na canúna de (EF.1)
Tá an dalta ábalta athinsint níos leithne a dhéanamh ar rannata agus scéalta ag baint úsáid as aideachtaí agus ag déanamh tagairt do mhothúcháin agus spreagadh na gcarachtaeir (EF.2)
Tá tuiscint ag an dalta ar roinnt sean nósanna Éireannacha a bhaineann leis na sésasúr m.sh Lúnasa (EF.4)
Freagraíonn an páiste do shraith treoracha ina bhfuil clásail éagsúla.(EF.4) m.sh. faigh an leabhar atá curtha i bhfolach ag do chara
Tá eolas agus tuiscint ag an dalta ar logainanmeacha go háirithe cathracha agus contaithe na hÉireann agus na bailte ar a bhfuil aithne ag na páistí iad féin orthu (EF.5)
LABHAIRT
Tosaíonn an páiste ag úsáid aidiachtaí/ dobhriathra chun rudaí a mhíniú níos fearr chomh maith le roinnt cor cainte agus meafar simplí. (LF.1) m.sh. Is fear beag bídeach é Bhí sé ag rith ar nós na gaoithe
Taispeanann an páiste níos mó neamhspleachais agus iad ag cur topaicí I láthair an ranga, ag úsáid modh cuí agus teanga atá sainiúil don topaic.(LF.2)
Tugann an páiste cúiseanna le rud amháin a bheith i gcatagóir áirithe agus rud eile gan a bheith sa chatagóir sin.(LF.3) m.sh. Ní ainmí é an leon a bhfuil cónaí air in Éirinn ach tá cónaí air san Afraic
Is féidir leis an bpáiste freagairt do shraith treoracha agus iad a thabhairt. (LF.4) m.sh. Téigh síos an pasáiste agus cas ar chlé
Oibríonn an páiste i mbeirteanna/grúpaí agus tuairiscíonn príomhphointí plé do lucht éisteachta.(LF.5)

Bhí mé ag caint le Daragh ansin a Shinéad agus bhí Daragh agus mé féin/bhíomar ag imirt sacair ag an deireadh seachtaine
Cuireann agus freagraíonn an páiste ceisteanna faoina nuacht féin agus eolas atá acu agus tugann míniú níos fearr ar na cúiseanna atá le hiarratais phearsanta, mothúcháin agus smaointe. (LF.6)
Cuireann an páiste breis sonraí isteach san abairt ar mhaithe leis an éisteoir agus úsáideann gothaí, dreacha agus comharthaí mar is cuí. (LF.7) m.sh. Chuaigh mé go dtí an halla spóirt atá in Avenue Louise
Úsáideann an páiste aimsirí an aimsir chaite, an aimsir láithreach agus an aimsir fháistineach gan mórán dua.(LF.8)
Cuireann an páiste síos ar nuacht agus ar imeachtaí, ag tabhairt tuilleadh mionsonraí chun go dtuigfeadh an t-éisteoir níos fearr.(LF.9) m.sh. D'fhág mé an cóipleabhar sa seomra ceoil agus bhí imní orm mar cheap mé go raibh sé cailte
Athinsíonn an páiste scéalta, ag míniú eachtraí agus torthaí, ag cur síos ar charachtair agus ag aithint fadhbanna agus ag tuar réitigh agus réiteach.(LF.10)
Úsáideann an páiste réimse aidiachtaí chun mionsaothrú a dhéanamh ar an téacs(LF.11). Fear beag bídeach m.sh. Cailín cliste stuama
Úsáid agus léiriú níos cruinne, níos leithne agus níos neamspleaí ar structúr abairte agus gramadach (LF.12) m.sh. Bhí áthas an domhain orm nuair a bhumar an cluiche.
Taitníonn sé leis an bpáiste téacs agus léaráidí a léirmhíniú agus comhroinneann sé sin le linn dó bheith ag éisteacht le léirmhíniú daoine eile agus á gceistiú.(Lt.F.1)
Deighleann an páiste focail labhartha aon siolla agus ilsíollacha go briathartha ina bhfoghair aonair. (Lt.F.2)
Deighleann an páiste focail labhartha aon siolla agus ilsíollacha.(Lt.F.3)
Aithníonn an páiste patrúin fuaimeanna consan/ gutaí i siollaí na bhfocal labhartha. Scríosann an páiste fuaimeanna aonair agus cuireann fuaimeanna nua isteach chun focail nua a dhéanamh. (Lt.F.4) m.sh. Múinteoir Feirmeoir Iriseoir
Comhroinneann an páiste focail ina dtúsfhoghar agus foghar deiridh. (Lt.F.5) m.sh. lámh=lá + mh láimhín= lámh+ín
Léann an páiste teacsanna go neamhspleách agus luas maith faoi, frásáil agus mothú maith in úsáid aige agus tuiscint mhaith á léiriú aige. (Lt F.6)

Úsáideann an páiste deghraif agus teaglamaí litreacha agus réimse focal aitheanta, tarraingíonn ar amharc-chuimhne le haghaidh focail ardmhínicíochta agus aitheanta. **(SF.1)**

Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trí raon maith focal agus frásaí a scríobh go neamhspleách ag baint úsáid as feacht litriúcháin. **(SF.2)**

Annex 13: Learning outcomes for pupils from Nursery 1 to Primary 2

(Key Competences for Lifelong Learning: Communication/Cultural awareness and expression/Learning to Learn/social and civic competences/sense of initiative and entrepreneurship)

- 1. Background and Rationale:** While the requirements for syllabi within the ES system confine themselves to outlining attainment descriptors at the end of P5 and the learning outcomes to be achieved at the end of N2 and P5, the working-group in the revision of the *Gaeilge* (ONL) syllabus felt it would be helpful to teachers if the learning outcomes for pupils from N1 to P2 could be further delineated thereby helping teachers to focus their teaching and optimise progression in learning for pupils. These are delineated into *Mórcéimeanna* (milestones) which reflect but do not mirror the milestones of the Progression Continuum which supports the implementation of the new language curriculum in Ireland.

	Mórchéim A	Mórchéim B	Mórchéim C
(Éisteacht E.)	<p>Glacann an páiste páirt i gcómhrá trí úsáid a bhaint as teagmháil chúí súile agus aird aige/aici ar chomharthaíocht colainne, gothaí, agus tuin an ghutha (EA.1)</p> <p>Éisteann an páiste le rainn agus le hamhráin aitheanta agus tugann aird orthu. (EA.2)</p>	<p>Úsáideann an páiste ciúnna colainne, gothaí agus tuin an ghutha in éineacht le comhthéacs chun focail/frásaí nua a thuiscint. (EB.1)</p> <p>Éisteann an páiste le rainn, le hamhráin agus le cluichí teanga agus glacann páirt iontu trí ghníomhaíochtaí agus an teanga chúí in úsáid aige/aici. (EB.2)</p>	<p>Léiríonn an páiste tuiscint ar an ábhar; ainmneacha agus móirthréithe na gcarachtar agus an príomh stór focal a bhíonn i scéalta aitheanta. (EC.1)</p> <p>Éisteann an páiste le rainn, le hamhráin agus le cluichí teanga agus críochnaíonn an páiste rainn choitianta agus déanann athrá ar rainn ghearra. Taitníonn sé leis an bpáiste bheith ag comhlánú línte atá ar iarraidh as rainn agus aithníonn fuaimeanna litreacha aitheanta (EC.2)</p>

	<p>Aithníonn an páiste a ainm féin as <i>Gaeilge</i> agus focail choitianta eile ina thimpeallacht agus léiríonn tuiscint orthu. (EA.3)</p>	<p>Leanann an páiste treoracha aonchéime (m.sh tóg, tar, bí) agus léiríonn tuiscint i gcomhthéacsanna éagsúla trí iarracht a dhéanamh bheith ag déanamh aithris ar an méid a chonaic agus a chuala sé/sí. (EB.3)</p>	<p>m.sh. Dreoilín, dreoilín rí na n-éan.....</p> <p>Tuigeann an dalta príomhshonraí an scéil a bhaineann le Naomh Pádraig. (EC.3)</p> <p>Tá an páiste in ann treoracha a bhfuil céim amháin nó dhá chéim iontu a leanúint. (EC.4) m.sh. Tar anseo</p>
Labhairt (L)	<p>Glacann an páiste páirt i rainn, in amhráin agus i cluichí. (LA.1)</p> <p>Roghnaíonn an páiste rudaí tagartha (m.sh. seo leabhar, sin bábóg) chun tuiscint a léiriú agus chun brí a roinnt agus cuireann sé/sí leis an mbrí trí nasc a dhéanamh le rudaí tagartha. (LA.2)</p>	<p>Úsáideann an páiste focail agus frásaí ó scéal agus déanann sé/sí iad a athinsint. (LB.1)</p> <p>Insíonn an páiste a bhfuil ar siúl aige/aici agus ainmníonn agus cuireann síos ar dhaoine, ar bhréagáin agus ar ghníomhaíochtaí a bhfuil cur amach aige/aici orthu. (LB.2)</p>	<p>Úsáideann an páiste focal agus frásaí ó scéalta agus ó chuntais fhíriciúla go cuí i gcomhthéacanna nua/eile. (LC.1)</p> <p>Ainmníonn an páiste rudaí agus imeachtaí agus tá sé in ann iad a chur in abairtí bunúsacha (LC.2)</p>

	<p>Diríonn an páiste aird ar bhréagáin agus ar ghnáthrudaí aitheanta. (LA.3)</p> <p>Beannaíonn an páiste agus freagraíonn mar is cuí le cabhair. (LA.4)</p> <p>Freagraíonn an páiste do spreagthaí trí úsáid a bhaint as guth, fuaimeanna agus gothaí. (LA.5)</p> <p>Freagraíonn an páiste gnáthcheist go briathartha (le focail ó bhéal) agus/nó go neamhbhriarthartha. (LA.6) m.sh. geáitsí</p>	<p>Tugann an páiste ainm ar bhréagáin agus ar ghnáthrudaí aitheanta. (LB.3)</p> <p>Beannaíonn an páiste agus freagraíonn mar is cuí do bheannachtaí. (LB.4)</p> <p>Freagraíonn an páiste do spreagthaí trí abairtí agus frásaí áirithe atá foghlama aige. (LB.5)</p> <p>Déanann an páiste roghanna agus iarratais shimplí agus cuireann ceisteanna simplí. (LB.6)</p>	<p>Rangaíonn an páiste rudaí aitheanta sa timpeallacht (LC.3) m.sh (troscán: bord, cathaoir, cófra)</p> <p>Beannaíonn an páiste agus freagraíonn mar is cuí do bheannachtaí agus do thopaici plé trí abairtí agus frásaí a láimhseáil Freagraíonn an dalta mar is cuí do do thopaici a bhaineann lena thimpeallacht sa scoil trí abairtí agus frásaí bunúsacha a láimhseáil (LC.4). m.sh. Cá bhfuil do leabhar? Tá sé sa mhála/ ar an mbord.</p> <p>Tá abairtí agus ceisteanna bunúsacha ar eolas ag na páistí a bhaineann, ar an iomlán, le riachtanais phearsanta ar nós Cad, Cé, Conas, Cathain, Cá (LC.5) m.sh. cá bhfuil mo pheann? Tá mo pheann cailte</p> <p>Tá an dalta in ann abairtí bunúsacha a chur le chéile ar ábhar a bhfuil taithí phearsanta aige orthu.(LC.6)</p>
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	<p>Glacann an páiste páirt i gcluichí aithrise agus scéalaíochta, rainn agus amhráin trí ghuth, trí fhuaimneanna agus trí ghothaí. (LA.7)</p> <p>Freagraíonn an páiste do aird ó dhuine fásta, lorgaíonn an aird sin agus aithníonn a ainm féin, freagraíonn sé/sí dó agus tá sé/sí in ann é a rá. (LA.8)</p> <p>Úsáideann an páiste ráitis aonfhoclacha agus nascann le guthaíochtaí iad. (LA.9)</p> <p>Le cabhair, úsáideann an páiste guth, fuaim gothaí agus frapaí chun dul i bpáirt leis an duine fásta ag canadh amhrán, ag aithris rann, ag athinsint scéalta, ag tabhairt cuntas, ag cur tús le comhráite agus ag cur rudaí agus</p>	<p>Glacann an páiste páirt i gcluichí aithrise agus scéalaíochta, rainn agus amhráin. (LB.7)</p> <p>Cuireann an páiste tús le cumarsáid le duine fásta a bhfuil aithne aige/aici air. (LB.8)</p> <p>Úsáideann an páiste ráitis ilfhoclacha agus frásaí coitianta gearra agus úsáideann abairtí bunúsacha agus é/í ag déanamh aithris ar dhuine nó ag rá rudaí in éineacht le duine. (LB.9)</p> <p>Le cabhair roinneann an páiste scéal, gníomhaíocht nó imeacht pearsanta aithnidiúil a chur in iúl, ag úsáid focail aonair nó as cumasc d'fhocail no as a lán focal. (LB.10)</p>	<p>Úsáideann an páiste nasc-fhocail (m.sh. agus, ach, mar etc) le habairtí gearra a cheangal. (LC.7)</p> <p>Le cabhair aithníonn an páiste príomhcharachtair agus cuireann na príomhphointí scéil in ord. (LC.8)</p> <p>Cuireann an páiste scéal le chéile bunaithe ar thaithí agus, le tacaíocht, insíonn ó bhéal do ghrúpa é (LC.9)</p> <p>Úsáideann an páiste teanga i súgradh bréagach chun cnámha scéalta simplí chun ócáidí samhailteacha mionsaothraithe a chruthú le piaraí agus le daoine eile (LC.10)</p>
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	<p>nuacht i láthair. (LA.10)</p> <p>Roghnaíonn an páiste rudaí tagartha chun gníomhaíochtaí atá críochnaithe a chur in iúl chun an chéad rud eile a mhaith leis/léi a dhéanamh agus na hábhair a bheidh ag teastáil a chur in iúl. (LA.11)</p> <p>Úsáideann an páiste teanga i súgradh bréagach chun cnámha scéalta simplí samhailteacha a chruthú le piaraí agus le daoine eile (LA.12)</p>	<p>Insíonn an páiste a bhfuil ar bun aige/aici agus ainmníonn agus cuireann síos ar dhaoine aitheanta. (LB.11)</p> <p>Úsáideann an páiste teanga i súgradh bréagach chun cnámha scéalta simplí samhailteacha a chruthú le piaraí agus le daoine eile (LB.12)</p> <p>Tosaíonn an páiste ar an aidiacht shealbhach (mo, do etc) a úsáid go neamhfhoirmiúil . (LB.13)</p> <p>Tosaíonn an páiste ar an tuiseal tabharthach (m.sh, ar an mbus/bhus/ ag an gcailín/chailín) agus ar fhorainmneacha réamhfhoclacha (m.sh agam, agat, orm ort etc) a úsáid go neamhfhoirmiúil i</p>	<p>Cuireann an páiste scéal le chéile bunaithe ar thaithí agus, le tacaíocht insíonn ó bhéal don ghrúpa é (LC.11)</p> <p>Úsáideann an páiste teanga i súgradh bréagach chun cnámha scéalta simplí chun ócáidí samhailteacha mionsaothraithe a chruthú le piaraí agus le daoine eile (LC.12)</p> <p>Léiríonn an páiste iarrachtaí chun an aidiacht shealbhach a úsáid. (LC.13)</p> <p>Léiríonn an páiste iarrachtaí an tuiseal tabharthach agus forainmneacha réamhfhoclacha a úsáid i bhfrásaí aitheanta. (LC.14)</p>
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		bhfrásaí aitheanta. (LB.14)	Tugann an páiste faoi deara go mbaineann inscne leis an Ghaeilge ar nós na fraicíse (m.sh an bhean/ an fear/an cailín). (LC.15)
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Léitheoireacht

	Mórchéim A	Mórchéim B	Mórchéim C
Leitheoireacht (Lt)	Taitníonn sé leis an bpáiste bheith ag éisteacht le scéalta á léamh os ard agus freagraíonn sé/sí do phointí fócais i léaráidí (Lt A.1)	Taitníonn gníomhaíochtaí a léitear os ard leis an bpáiste agus úsáideann an páiste a c(h)uid <i>Gaeilge</i> chun labhairt faoi léaráidí agus léann i suíomhanna súgartha. (Lt B.1)	Taitníonn gníomhaíochtaí a léitear os ard leis an bpáiste,úsáideann sé/sí a c(h)uid <i>Gaeilge</i> chun labhairt faoi mhionsonraí i léaráidí. Úsáideann léitheoireacht a bhfuil níos mó cuspóirí léi i suíomhanna súgartha. (Lt C.1)
	Aithníonn an páiste fuaimheanna aitheanta agus taitníonn sé leis a bheith ag éisteacht le rainn do pháistí á n-aithris in éineacht le daoine eile. (Lt A.2)	Taitníonn sé leis an bpáiste bheith ag comhlánú línte nó focail atá ar iarraidh ar rainn. (Lt B.2) Léiríonn an páiste ábaltacht rithim a bhualadh amach. (Lt B.3)	Taitníonn sé leis an bpáiste bheith ag comhlánú línte atá ag iarraidh as rainn agus aithníonn fuaimheanna litreacha aitheanta. m.sh. Dreoilín, dreoilín rí na n-éan..... (Lt C.3)

		<p>Tosaíonn an páiste ag leanúint pictiúr agus focal, agus a mhéar nó uirlis éigin in úsáid aige. (Lt B.4)</p>	<p>Tugann an páiste aird ar rím agus ar rithim (Lt C.3)</p> <p>Déanann an páiste idirdhealú idir dhá fhuaim ó bhéal (Lt. C2)m.sh. Tá an fear ag siúl ar an bh<u>f</u>ear</p> <p>Aithníonn an páiste focail mar aonaid fuaime laistigh d'abairtí. (Lt C.5) m.sh. cí<u>s</u>te/ br<u>í</u>ste</p> <p>Tosaíonn an páiste ag aithint túsfhoghar agus foghar deiridh. (m.sh <u>p</u>áiste <u>ch</u>at sú<u>g</u><u>ra</u><u>dh</u>) (Lt C.6)</p> <p>Aithníonn agus ainmníonn an páiste litreacha aitheanta cosúil ina (h)ainm féin agus sa timpeallacht agus aithníonn roinnt focal pearsanta chomh maith le focail aitheanta eile.</p> <p>Léann an páiste abairt nó frása gearra simplí a eascraíonn as na hábhair labhartha agus as ábhair</p>
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			<p>labhartha a pléadh cheana féin. (Lt.C.6)</p> <p>Aithníonn an páiste nuair a fhágtar focal ar lár nó a léitear go mícheart é agus téacs á léamh dó/di a bhfuil a lán athrá ann agus a bhfuil cur amach aige/aici air cheana. (Lt C.8)</p>
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Scríbhneoireacht

	Mórchéim A	Mórchéim B	Mórchéim C
Scríbhneoireacht (S)	<p>Úsáideann an páiste gothaí, fuaimeanna nó focail chun aird a dhiriú ar na téacsanna a chruthaigh sé/sí féin (SA.1)</p>	<p>Aithníonn an páiste roinnt litreacha i bhfocail atá feicthe aige/aici (m.sh ar mballaí an tseomra ranga) cheana agus úsáideann iad sin agus siombailí eile chun téacs a léiriú a bhaineann leis na téamaí atá déanta m.sh frasaí a bhaineann le mé féin nó na hábhair sugartha m.sh liosta siopa (SB.1)</p>	<p>Ceanglaíonn an páiste an litir leis an bhfuaim i gcás roinnt focal agus tosaíonn ag léiriú tuiscint éiritheach ar fhuaimeanna na litreacha chun téacs a léiriú.(SC.1)</p>

	<p>Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trína gcuid marcanna. (SA.2)</p>	<p>Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trína gcuid marcanna agus tús á chur le roinnt focail agus frásaí a scríobh (SB.2)</p>	<p>Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trína gcuid marcanna agus roinnt focail agus frásaí a scríobh atá cleachtaithe go minic aige/aici(SC.2)</p>
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Annex 14: Feidhmeanna Teanga do na Scoileanna Eorpacha

These have been adapted from the Irish language curriculum to suit the ES context

Caidreamh Sóisialta a Dhéanamh

<i>Beannú do dhuine</i>	<i>N1 agus N2</i>	<i>P1 agus P2</i>	<i>P3 agus P4</i>	<i>P5</i>
	Dia duit! Dia is Muire duit!	Dia daoibh	Dia is Muire duit is Pádraig	
<i>Slán a fhágáil</i>	Slán! Slán leat!	Slán anois! Slán go fóill! Slán agus go raibh maith agat!	Slán tamall!	Go n-eirí an bóthar leat! Feicfidh mé thú/sibh amárach!
<i>Glaoch ar dhuine</i>		A phóil! A Mháire! A mhúinteoir.	A dhuine uasal, A bhean uasal.	A dhaoine uaisle
<i>Aird a lorg</i>		Gabh mo leithscéal. An bhfuil sibh réidh/ullamh? Tá/níl.	Nóiméad amháin, más é do thoil é? Ar feadh nóiméid? Éist! Éistigí!	An féidir liom labhairt leat?
<i>Bualadh le duine</i>	Conas atá tú? Go maith.	Tá mé go maith, go raibh maith agat. Conas atá tú féin? Táim tinn.	Conas atá Máire? Cad tá ort?	Go bhfóire Dia orainn?
<i>Cur in Aithne</i>	Seo é/í. Seo X, Sin X.		An bhfuil aithne agat ar Máire?	
<i>Comhghairdeas a dhéanamh</i>		Lá breithe shona duit!	Maith Thú!	Comhghairdeas!
<i>Comhbhrón a dhéanamh</i>	Á. Tá brón orm.		Mí-Ádh. Is mór an trua é/	Déanaim comhbhrón leat. Beidh lá eile agat/agaibh.
<i>Litriú a lorg</i>			Litriugh... Más é do thoil é.	Conas a litríonn tú....?
<i>Athrú a lorg</i>			Abair é sin arís é, más é do thoil é.	Abair é go mall le do thoil.

Dul i gcion ar dhuine nó ar dhaoine eile

<i>Cead a lorg, a thabhairt agus a dhiúltú</i>		An bhfuil cead agam dul go dtí an leithreas/mo lámha a ní? Tá/níl, Tá/níl cead agat, ceart go leor. Brostaigh! Ar aghaidh leat!	An bhfuil cead agam an fhuinneog a oscailt/an doras a dhúnadh/mo lón a ithe? Fan go fóill	An bhfuil cead agam teacht isteach/dul amach/mo pheann luaidhe a bhearradh?
<i>Buíochas a léiriú</i>	Go raibh maith agat!	Go raibh míle maith agat!		Míle buíochas!
<i>Smaoineamh a chur chun cinn</i>		An féidir linn? An bhfuil cead againn?		Cén fath nach deifir linn? Cad mar gheall ar...?
<i>Iarraidh ar dhuine rud éigin a dhéanamh</i>	Suigh síos! Seas suas! Stop!	Dún an doras le do thoil! Oscail an doras. Píoc suas na páipéir. Glan an clár dubj. Cuir x ar an mbord.	Suígí síos! Seasaigí suas! Tógaigí amach na leabhair. Déanaigí.... Bígí... Téigí	
<i>Duine a ghríosadh</i>			Lean ort..... ar aghaidh leat....	
<i>Cuireadh a thabhairt, a dhiúltú,glacadh leis nó fiosrú faoi</i>			Ar mhaith leat teacht go dtí mo teach, mo chóisir. Ba/níor mhaith liom. Cá mbeidh sé ar siúl? Cén t-am? Cén data/lá? Ní féidir liom mar...	An dtiocfaidh tú go dtí mo teach? An dtiocfaidh tú go dtí mo theach? An dtiocfaidh tu go dtí... Go raibh maith agam don chuireadh ach ní féidir liom dul mar.... Ba breá liom, go raibh maith agat.
<i>Foláireamh a thabhairt do dhuine</i>	Bí/ na bí ag.....	Tóg go bog é. Ná bí ag pleidhcíocht. Bí cúramach.	Ná bígí ag.... Bí/bígí cúramach Tabhair aire...	Go deas réidh más é do thoil é.

Dearcadh a léiriú agus a lorg

Eolas nó aineolas cuimhne nó easpa cuimhne a léiriú		Tá/níl a fhios agam	Tá/níl a fhios agam cé...cá	An bhfuil aithne agat ar... An cuimhne leat é sin? Is cuimhne liom... ní cuimhne liom
Cinnteacht, éignnteacht, féidearthacht a léiriú, fiosrú fúthú	Tá/níl, Sea/ní hea		Táim/nílim cinnte. An bhfuil tú cinnte?	Cá bhfuil an Múinteoir? B'fhéidir go bhfuil sé?
Leibhéal dóchúlachta a léiriú agus fiosrú faoi			Is dócha go bhfuil sí tinn	B'fhéidir go bhfuil sí san ospidéal. An mbeidh an bua againn, meas tú? Beidh, gan dabht/amhras!
Taitneamh nó easpa	An maith leat? Is/ní maith liom...	Is breá/fuath liom	Ar mhaith leat? Ba/níor mhaith	An dtaitníonn... leat? Taitníonn/ní thaitníonn...B'fhearr liom...ná...
Mianta a léiriú nó fiosrú fúthu	An bhfuil sé go deas/maith?		Ar mhaith leat éisteacht leis an téip?	Ba mhaith liom deoch a fháil/leabhair a léamh/leabhair nua a cheannach/dul amach ag súgradh. Cad ba mhaith leat a dhéanamh?
Rogha a léiriú nó fiosrú fúithi		Is fear liom úlla.	Cé acu ab fhearr leat? B'fhearr liom....	Cé acu is fear leat, rothaíocht nó marcaíocht?
Leithscéal a ghabháil/maithiúnas a léiriú		Tá brón orm! Gabh mo leithscéal	Ní fhaca mé tú. Tá go maith. Ta sé sin ceart go leor.	Ní raibh a fhios agam gur leatsa é?
Sásamh nó míshásamh a léiriú nó fiosrú fúthú.	Go maith! Go deas!	Go dona! Tá/níl sé sin go maith/go dona.	Cad a cheapann tú? Ar fheabhas ar fad! Tá sé lofa.	An bhfuil sé seo go maith? Tá. Níl
Aontú nó easaontú le ráiteas.	Tá/Níl. Is ea/ní hea!		Bhris/níor bhris. Is ea, tá an ceart agat! Ní hea, níl an ceart agat!	Ta sé sin fíor. Tá sé sin breagach! Níl sé sin fíor!
Ábaltacht nó easpa ábaltachta a léiriú		Is féidir liom rothaíocht/ní féidir liom snámh.	Is féidir liom leadóg a imirt/Ní feidir liom sacar a imirt. Tá mé in	Is féidir liom....a scríobh... a dhéanamh

			ann rámhaíocht/níl mé in ann cniotáil	
Tacaíocht a léiriú		Maith thú. Go deas.	Ar fheabhas! Tá se sin go maith! Go breá! Lean ar aghaidh!	Beidh tú og breá- ar aghaidh leat. Ná bíodh eagla ort.
Díomá a léiriú			Tá díomá orm	Is mór an trua é sin!
Dóchas a léiriú			Tá súil agam/Beidh tú ceart go leor.	Tá súil agam go dtiocfaidh se/sí. Táim ag súil go mór le.....
Ligean air/uirthi	Tá pian i mo bholg/ I mo cheann	Feach, is féidir liom eitilt!	Is fathach mé!	Táim ag ligean orm gur X mé.
Scéalta a insint nó a chumadh			Bhí....d'ith, thit, D'ól, Fuair... Ar maidin....inné Dé Sathairn seo caite	Anuraidh... ar dtús... ansin....tar eis tamail...faoi dheireadh.
Léiriú gur gá nach gá rud éigin a dhéanamh nó fiosrú faoi			An bhfuil orm/orainn é seo a dhéanamh? Ta/níl. Tá orm dul abhaile anois mar....	Caithfidh mé t-léine a cheannach. Caithfidh mé dul a chodladh go luath mar... Níl orm m'obair bhaile a dhéanamh...

Eolas a thabhairt agus a lorg

Aithint	Liathróid. Sin liathróid	Is madra mór é sin	Cailín/buachaill maith is ea é/í	Fear mór is ea é. Teach trí stór atá ann.
Tuairisciú	Anseo/as láthair. Tá sí tinn	Tá Keith ag ithe a bhricfeasta. Thit sé sa chlós.	D'ith mé sé phancóg. Chonaic mé é ar maidin.	Shocraigh Brian dul ag iascaireacht ar an loch.
Teachtaireacht a thabhairt		Ta Niamh tinn inniu. Tá cóta nua ag Barra.	Ní bheidh me ar scoil amárach. Beidh mé ag dul go dtí an fiacloir ar a deich a chlog.	Beidh an traein ag an stáisiun ar a cúig. Glaofaidh mé ort ag cúig noiméad chun a hocht.
Ceartú	Is/Ní liomsa é	Támo chóta gormsa. Ní leatsa é, is liomsa é.		
Ceisteanna a chur agus a fhreagairt?	Céard é sin? Is rothar é. Ce hé/hí sin? Ce atá sa	Cén dath atá ar an liathróid? Bán.	Cathain... tar eis an lóin.	Ceisteanna ón Aimsir chaite, aimsir

	leaba? Mamaí bear. Ca bhfuil an lacha? Ar an loch. An bhfuil tú tinn? Tá/níl	Cé leis an peann luaidhe? Is le Ciara é.	Ar fheach tú I do mhála scoile? D'fhéach, níor fheach... Ar thainig Darren? Tháinig/níor tháinig. Conas ar tháinig sé? Ar an mbus.	Fháisteanach, Aimsir Láithreach. An bhfaca tú an nuacht aréir? Cé mhead airgid phóca a fhaigheann tusa? An dtéann tú ar scoil ar an Domhnach? Cén chaoi... Cén fáth? Cad ina thaobh?
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Annex 15: Presentation and Analysis of findings emerging from teacher and parent questionnaires on the teaching and learning of *Gaeilge* (ONL) at nursery and primary level within the European Schools (June 2017)

The Revision of the *Gaeilge* (ONL) syllabus

**To take account of the
new Language Curriculum in Ireland**

Overview of Questionnaire Responses

30, June 2017

(These responses informed the revision of the *Gaeilge* (ONL) syllabus. Not all points raised were within the remit of the *Gaeilge* (ONL) working group but all points raised were noted at delegation level.)

Structure of Report

1. Background
2. Details of Questionnaire Returns: Table 1
3. Table of Response Findings: Table 2
4. Emerging Trends
5. Annex: Pupil responses from Varese gathered through conversation

1: Background

1. As preparation for the first meeting of the working-group to begin the process of revising the existing *Gaeilge* (ONL) syllabus, questionnaires were sent to a range of stakeholders to establish their views regarding current *Gaeilge* (ONL) provision at primary-level.
2. Questionnaires were sent to the following stakeholders
 - Teachers at primary-level
 - Parents at primary-level
 - Teachers at post-primary level
 - Parents at post-primary level
 - Parents of pupils who have now returned to schooling in Ireland
 - Parents of pupils who studied *Gaeilge* (ONL) at primary-level but who did not continue to study *Gaeilge* (ONL) at post-primary level.
3. The questionnaires sought to gather information around certain common themes; wording and question focus was adapted to suit each group of stakeholders. The questionnaires were devised by Dr. John Fitzgerald in consultation with the members of the working-group.
4. Questionnaires were distributed directly to primary and secondary teachers by Dr John Fitzgerald. Questionnaires were distributed to primary parents by the primary teachers of *Gaeilge* (ONL). Questionnaires were distributed to post-primary parents and parents who have now returned to Ireland by INTERPARENTS.
5. This report pertains to the findings emerging from the questionnaires returned by the 24, May deadline and by an extended deadline of June, 9 2017. It was expected, at the 24 May deadline, that there would be additional returns; hence the extension to the deadline. This meant that when this report was presented at the first meeting of the working-group to revise the *Gaeilge* (ONL) syllabus in Brussels on May, 30, it was presented as a 'draft' and would remain so until all received questionnaire findings could be incorporated.
6. This report will act as an on-going reference document for the working-group as it proceeds with its task of revising the *Gaeilge* (ONL) syllabus; the working-group envisages returning to the report frequently to ascertain the extent to which its work is addressing and aligning with the concerns and wishes expressed in these questionnaire findings.
7. The members of the working-group are
 - Dr John Fitzgerald (Irish representative to the Board of Inspectors for the European Schools- (Nursery and Primary
 - Ms Bríd Ní Odhráin (Teacher, Brussels III)
 - Mr Lorcan Fox (Teacher, Frankfurt)
 - Mr Mícheál Ó Conchúir (Parent, Brussels III)
 - Dr Muiris Ó Laoire (Independent Language Expert, Tralee Institute of Technology, Kerry, Ireland.

2: Details of Questionnaire returns

1. **Table 1** indicates the number of questionnaires returned and the category of responding stakeholder.

Stakeholder	Number of questionnaires returned
Teachers at nursery and primary level	Questionnaires were returned from Brussels I , Brussels II, Brussels III , Brussels IV , Luxembourg I, Luxembourg II, Frankfurt, Munich , Alicante,. Varese, Mol , Culham . There are currently no pupils learning <i>Gaeilge</i> (ONL) in Mol, Bergen, Karlsruhe or Culham.
Parents with children currently at nursery and primary level	Brussels I: 2 (10 pupils) Brussels II:1 (16 pupils) Brussels III:10 (27 pupils) Brussels IV: 9 (31 pupils) Frankfurt:9 (33 pupils) Munich: 2 (4 pupils) Alicante: 4 (8 pupils) Luxembourg I:6 (22 pupils) Luxembourg II: 2(6 pupils) Varese: 0 (2 pupils) Mol: (0 pupils currently) Bergen: (0 pupils currently)
Parents of children who were eligible to avail of <i>Gaeilge</i> (ONL) at nursery/ primary level but who chose not to.	1
Parents of children who began <i>Gaeilge</i> (ONL) at nursery/primary level but who opted out during primary.	1
Teachers at post-primary.	3
Parents of children currently at post-primary level availing of <i>Gaeilge</i> (ONL).	8 (including 5 with children also at primary)
Parents of children who availed of <i>Gaeilge</i> (ONL) at primary level but did not avail of <i>Gaeilge</i> (ONL) at post-primary level.	6
Parents of children where some availed of <i>Gaeilge</i> (ONL) and some did not.	1
Parents of children who have returned to the school-system in Ireland.	1 (from the ES primary system to the Irish primary system.)
Pupils at primary-level (in conversation with their teachers).	1 (See Annex)

3: Table of Response Findings (Table 2)

Table 2: Questionnaire Response Findings (XN indicates frequency of the utterance)

Aspect of Provision	Primary Teachers	Primary Parents	Post-Primary Teachers	Post-Primary Parents
To be retained	<p>-Themes (X5): they align with L2 and the requirements of the ES reports./good that material is not prescribed.</p> <p>-Division between spoken, reading, writing (X3)/oral should be emphasised (x2)/ emphasis on communication and enjoyment (X3) and application e.g writing menus, making videos about the school, translating pop songs into Irish, art and craft through Irish</p> <p>-St Patrick's Day events (x3)</p> <p>-Parents are supportive</p>	<p>-Children enjoy classes (X 23)</p> <p>-Teachers make very good efforts (X14)/Irish teacher has a high standard of Irish</p> <p>-Children have a fair knowledge/solid foundation/ good (X4)/good given the limited time/ reasonable/has quickly advanced in her knowledge and vocabulary/doing well (X2)/ satisfactory, speak and comprehend quite well</p> <p>-Emphasis on oral should be retained (X2)</p> <p>-Younger pupils enjoy stories, songs and poems/ ebooks, youtube and wiki links are also helpful</p> <p>-Textbook seems to be stimulating/a good guide for pupils to learn Irish/ good that pupils were familiar with the textbook from having studied it in Ireland.(need to be cautious regarding an overreliance on the textbook; familiarity with textbook will change with the new curriculum.</p> <p>-Classes provide pupils with an identity and is their</p>	<p>-Students fulfil the criteria to access the required level of A2 on the CEFRL (framework for language learning.)</p> <p>The expected level at the end of primary will be ascertained.</p> <p>-Presentations on projects is a good way for enhancing students' confidence.(Lots of opportunities for this in new curriculum; to be looked at by the working-group)</p>	<p>-exchange with Gaelcholaiste Luimní (X5).Pupils should not be marked absent for this/Other such initiatives should be promoted.</p> <p>-Level is sufficient for year-group (x3)</p> <p>-Small classes are good as it is individual instruction.</p>

	<p>PRIMARY TEACHERS</p>	<p>heritage (X2)/ cultural and geographical activities enhance engagement(X4) PRIMARY PARENTS</p> <p>-Small classes are good (X2)Very good for creation of materials</p> <p>-Classes during the school-day (X2) -Games and resources (X3)</p> <p>-St Patrick's Day festivities (X5) -Structured approach</p>	<p>POST-PRIMARY TEACHER</p>	<p>POST-PRIMARY PARENTS</p>
<p>To be amended</p>	<p>-Number of feidhmeanna teanga/téamaí should be reduced to reflect the reduced time (X5)/ amendments need to take into account the reduced time available (X2)/This has happened in the new curriculum in any event, but we need to keep an eye on this.</p> <p>-Theme relating to 'Saol san Eoraip) should be added/Some themes should be updated e.g. including <i>an idirlíne</i> -Jargon should be reduced.</p>	<p>-Lack of challenge in teaching methods (X2) -Child feels she will fall behind her peers in Ireland/is not at the same level of pupils newly-arrived from Ireland (X2)/ differing pupil expertise needs to be addressed (X2)/- children are reluctant participants/pupils need to be able to re-integrate (X2) -Lack of consistency in approach/approaches should correlate with L2 approaches. -Speaking could be better (X2)/when asked even a simple question outside the class context, she is not at ease/ pupils need to be able to put sentences together CRITICAL</p>	<p>-Pupils need basic classroom language to allow lessons be conducted in Irish -Vocab and <i>feidhmeanna teanga</i> need to be better known -Pupils need to be familiar with basic language structures and how to manipulate them/linguistic functions rather than vocabulary is more important -Attention to pronunciation -Pupils need basic tenses</p>	<p>-<i>Gaeilge</i> is timetabled at the end of the day or during the lunch-hour which pupils are not keen on. (X6)/ at least one period should take place during the timetabled day/ Classes were after school. -Timetable is not finalised until October(X2) -Children do not have enough formal teaching of the language to make sufficient progress (X2)/formal time needs to be increased to avoid having to get grinds/ pupils need to get the full</p>

	<p>-Objectives should be clear. -More high interest texts in senior classes and on-line resources -Time for reading and writing is limited so the PRIMARY TEACHERS curriculum should reflect this.(X2) -Should be timetabled during the day (X2) -Groupings of pupils from 3 class groups does not work/Groupings should be P1 and P2, P3, P4 and P5 -Is it a good idea of children to begin learning Irish in P3,4,5 without any previous exposure to and some formal instruction in the language?</p>	<p>AND THE GOAL OF ANY LANGUAGE CURRICULUM/ understanding can be superficial (X3), not able to write a short essay,/pupils can complete their homework and other exercises but what they POST-PRIMARY PARENTS</p> <p>learn is only being grasped superficially./I do not think my children are learning sufficient Irish (X4) -Speaking is more important than spelling/ increase the amount of speaking time (X3) /develop a <i>Club Teanga</i> outside of school-hours/ do more drama and story-telling/do less workbook filling during class-time and leave this for homework/ do more aural work (X2) and use more video aids to enable pupils hear the language in context/do less culture activities in language-learning time; do more Irish songs to get a feel for pronunciation and the cultural context. -Small classes are a challenge/ insufficient exposure/ pair and</p>	<p>-Spelling is an issue -Pupils lack confidence -Limited time with students- particularly junior post-primary students POST-PRIMARY TEACHERS</p> <p>-Disparity in ability levels including pupils starting <i>Gaeilge</i> (ONL) at post-primary level/pupils should not start <i>Gaeilge</i> (ONL) at primary level. -Textbooks provide junior pupils with a structure which they appreciate. -Primary pupils could start a practice of maintaining a language portfolio.</p>	<p>four periods to continue to the BAC. -Children need to be motivated to learn Irish. It is not enough that their parents want them to. It needs to be fun and to offer something more than other subjects. -Focus should be on understanding oral Irish and being able to express oneself in day-to-day situations.</p> <p>POST-PRIMARY PARENTS</p> <p>-It would make more sense to centralise the Irish language teachers to one or two Brussels schools.</p>
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	<p>PRIMARY TEACHERS</p>	<p>group activities don't work so well (X2) -Two 45 minute periods are insufficient (X4)/ teachers have to race through the curriculum meaning that pupils with average capacity find it difficult to keep up-some pupils are falling behind and not following in class. -Improve the types of books at the senior-level/ texts too traditional/ texts too difficult</p> <p>PRIMARY PARENTS</p> <p>-Too little homework/ parents can't help with homework. -Sometimes Irish lessons do not happen as scheduled (X3) -Teachers did not invest themselves in the provision very much. -PowerPoint that is distributed each year could be supplemented by online exercises. -Homework disengages pupils.</p> <p>-School management should ensure that class work done when Irish pupils are absent is not assigned as homework.</p>	<p>POST-PRIMARY TEACHERS</p>	<p>POST-PRIMARY PARENTS</p>
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		<p><i>-Gaeilge</i> ONL should have the same status as L2.</p> <p>'Visitor pupils who have studied <i>Gaeilge</i> (ONL) at primary level should be allowed continue to post-primary.</p>		
To be added	<p>-Additional ICT/video (x3)/ICT links for pupils between ES schools and with Irish schools.</p> <p>-Greater emphasis on culture and history (X5) and links with local Irish networks/ development of Irish culture resource pack/look to see how Irish language, culture and tradition can be explicitly brought into the</p> <p>PRIMARY TEACHERS</p> <p>general curriculum of the ES</p> <p>-Need for a specific and structured programme.</p> <p>-Attainment descriptors to align with the <i>carnet scolaire</i> (x2)</p> <p>-Samples of work to assist with assessment/Sample lesson plans and schemes.</p>	<p>-Additional ICT/ information on ICT and other resources which parents could access at home (X2)</p> <p>-Create links with other ES schools.</p> <p>-Authentic resources to be collected and stored.</p> <p>-Irish books to be brought home when children enjoy reading</p> <p>-Access further resources at the 'Siopa Leabhar'</p> <p>-Should focus on providing pupils with a positive experience of the Irish language, culture, literature etc. X</p> <p>PRIMARY PARENTS</p> <p>2/ Irish dancing and cookery could be extended to non-Irish pupils to enhance Irish pupils' engagement;could these happen after school?</p> <p>-Meetings with teachers to hear about the Irish syllabus (X4)/ plan and advice on how to help to be sent home X 10 / provide parents with updates</p>	POST-PRIMARY TEACHERS	PRIMARY PARENTS

	<p>-Link to CEFR THESE POINTS ARE CRITICAL AND ARE FUNDAMENTAL TO NEW CURRICULUM -One-off funding from the DES for resources (X2) -Aistear for <i>maternelle</i> to P2 and <i>Ciorcal Cómhrá/ Club na Leabhar</i> P3-P5 -On-going CPD</p>	<p>on how progress correlates with standards in Ireland and standards for secondary school in the ES/ refresher classes for parents/brainstorming between teachers and parents to re-vamp teaching/ provide parents with advice and practical guides on how to support their children/an annex or suite of supportive materials. -A week/month to study in Ireland/information on <i>Gaeltacht</i> courses. -Interaction between children across primary (or indeed secondary) at fixed regular times where the focus could be on using the language in a fun and practical way (X2) -Option to study <i>Gaeilge</i> ONL needs to be promoted; some parents do not realise their children are eligible to study it.</p>		
	<p>PRIMARY TEACHERS</p>	<p>PRIMARY PARENTS</p>	<p>POST-PRIMARY TEACHERS</p>	<p>POST-PRIMARY PARENTS</p>
Other	<p>Request for a <i>Seomra Gaeilge</i>(X2) -Guidelines for time-tabling should be introduced e.g. ONL when</p>	<p>Request for a <i>Seomra Gaeilge</i></p>		

	teacher's class is swimming.			
General Observations	<ul style="list-style-type: none"> - Small classes are a plus (X2), -Links can be made with L2, -Small classes can make drama, singing and group work more difficult(x3) -Time is more limited than in Ireland (X3) -Need to acknowledge the two types of Irish pupils (returning and non-returning) -Need to re-group pupils where numbers are low; i.e. group according to need. -Should Irish not have the same status as L2 for Irish pupils? -Is it a good idea for children to begin learning Irish in years, 3, 4 and 5 without any previous knowledge? -Teach Irish songs/greetings within mainstream classes and European Hours -All teachers in the same school should teach the same theme at the same time to allow pupils learn from each other 	<ul style="list-style-type: none"> -Children did not continue after P3 as the time involved had an adverse impact on learning in core curriculum areas. To be reviewed when child starts at second-level or if the classes were offered after school. -The scheduling of the <i>Gaeilge</i> (ONL) classes for two periods in late Friday afternoons does not encourage the take-up of <i>Gaeilge</i> (ONL) -Child was able to re-integrate into her Gaelscoil after three years' absence with just a small catch-up period. -Pupil went to the <i>Gaeltacht</i> and was pleased that his <i>Gaeilge</i> was as good as his Irish peers. -Pupil finds it hard to engage in Irish because none of her friends go to the Irish class and she has never lived in Ireland and will probably not continue as she is probably never going to live in Ireland. -Pupil didn't start <i>Gaeilge</i> as the pupil had to catch up on English. -Irish is not important to us as a family; we are English speakers and 		<ul style="list-style-type: none"> -Child was discouraged to continue into secondary by the difficulty of the language. -Children have no plans to live or work in Ireland as they have never lived there and were born in Brussels. -Teaching time and methods need to be amended for beginners to reflect the difficulty of the language. -Concerns that the level of attainment does not match in an Irish primary school and is at the expense of time from other subjects. -Lack of opportunity to use the language does not encourage take-up/Pupils' negative experience of learning Irish in Ireland did not encourage take-up. -Number of other subjects/languages being studied does not encourage take-up.

		<p>it is a relief not to have to deal with Irish.</p> <p>-Could the government push to provide Irish language courses in the institutions for Irish nationals.</p> <p>-</p>		<p>-Pupil went to the <i>Gaeltacht</i> and was pleased that his <i>Gaeilge</i> was as good as his Irish peers.</p> <p>-Pupil's first year studying <i>Gaeilge</i> (ONL) seemed to flow fluidly from where they had finished in Ireland.</p> <p>-The difference in the standard of what was taught in primary compared to that of the student who had come from Ireland was significant.</p> <p>-Category 3 pupils can only continue with <i>Gaeilge</i> (ONL) if there are other pupils in their class who were eligible and wished to avail of <i>Gaeilge</i> (ONL) provision</p> <p>-Outside of the BAC, there is no mechanism to provide an official recognition of what a pupil has achieved.</p> <p>-There needs to be more 'out of the box' thinking about encouraging people to learn Irish.</p>

4. Emerging Main Trends

- 1. Pupils enjoy their lessons.**
- 2. Teachers are commended by parents for their teaching.**
- 3. Pupils have a reasonable knowledge of Irish; there is a concern among some parents who may be returning to Ireland that their children will not easily re-integrate due to their level of Irish. There is also a concern among parents who have a good knowledge of Irish that pupils' level of Irish is not satisfactory. To this end, further consideration needs to be given to how to best meet varying pupil needs.**
- 4. Emphasis on oral language and communication should be retained and developed further particularly in terms of confidence, enjoyment and the manipulation of sentence structures.**
- 5. Active learning engages pupils.**
- 6. Themes should be retained although amended and supplemented.**
- 7. Curriculum content should reflect time available.**
- 8. Resources (including ICT) should be enhanced.**
- 9. Small classes are both an advantage and a challenge; with regard to the latter consideration could be given to re-grouping pupils according to need.**
- 10. Cultural learning and events are seen as integral to *Gaeilge* (ONL) provision.**
- 11. Communication with parents should be developed.**
- 12. Timetabling at post-primary requires attention.**

Annex
(Pupil Responses from Conversation)

Responses from pupils in Varese

From C., in Year 1, who has been learning Irish for 2 years.

Q: Why are you learning Irish?

A: Because one day I will go and stay in Ireland for two weeks and I can speak it to my Irish friends.

Q: What will you say to them?

A: How are you? Do you want to play? Do you want to come to my house?

Q: Do you speak it at home? What do you say?

A: Conas tá tú?

Q: Would you like to continue to learn Irish?

A: Yes, because I like it. I like learning our language

Q: What do you like about learning Irish?

A: I like learning new things which are in Irish. I like our games, our cards, learning colours, matching in the book and listening.

From N, in Year 3, who has been learning Irish for 4 years.

Q: Why are you learning Irish?

A: Because originally Mum is from Ireland, from the North and my sister and I wanted to speak it even if my Mum doesn't. It's like a secret language.

Q: Is there anything you would like to change about our lessons or what you are learning?

A: I don't think there is anything I don't like. I love it.

Q: What do you love?

A: I love the reading and writing and learning songs. I love going over things I've done because I might forget.

Q: Is there anything that you think is hard?

A: The spellings. But I try and remember. The way you pronounce it when you are reading is hard sometimes.

Q: When do you speak Irish?

A: I might use it when I'm older. My Grandad speaks a tiny bit of Irish.