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**PRIMARY LANGUAGE CURRICULUM POLICY**

**VISION/ FÍS**

Our school language policy seeks to support children on their language-learning journeys, in both English and Irish, while also acknowledging the diversity of languages spoken in our school. Through providing the children with a language rich environment it will allow children to engage emotionally, socially, cognitively, imaginatively and aesthetically in relationships and cultural experiences. It will help to empower the children in our care to develop their thinking, expression, reflection, critique and empathy, and help to support them in the development of self-efficacy, identity and full participation in society.

Cuirfidh polasaí teanga na scoile seo ar chumas páistí a bheith rannpháirteach ó thaobh na mothúchán de, go sóisialta, go cognaíoch, go samhlaíoch agus go haeistéitiúil i gcaidrimh agus in eispéiris chultúrtha. Cumasaítear páistí lena smaointeoireacht, a bhfriotal, a machnamh, a gcumas criticiúil agus a n-ionbhá a fhorbairt, agus tabharfaidh an polasaí tacaíocht dóibh chun féin-éifeachtacht, féiniúlacht agus lánpháirtíocht sa tsochaí a fhorbairt chomh maith.

**CONTEXT/ COMHTHÉASC**

Our language policy has been developed in line with the new Primary language Curriculum which was issued by the Department of Education in2019/20. It has been informed and developed with support from the PDST in the form of school visits and online webinars.

**STRUCTURE/ STRUCTÚR**

**Strands/Snáithe**

The teaching and learning of language in Bunscoil Rinn An Chabhlaigh will be planned through the three strands of

1. Oral Language/ Teanga ó Bhéal

2. Reading/ Léitheoireach

3. Writing/ Scríbhneoireacht

**Elements/Gnéithe**

Across the strands of oral language, reading and writing, the elements describe essential language learning. Each element has a set of Learning Outcomes, which describe important language learning in terms of concepts, dispositions and skills.

The elements of language learning across each of the strands are:

1. Developing communicative relationships through language /Caidreamh cumarsáideach a fhorbairt trí theanga

2. Understanding the content and structure of language/ Ábhar agus struchtúr na teanga a thuiscint

3. Exploring and using language/ Teanga a fhiosrú agus a úsáid.

**Learning Outcomes/ Torthaí Foghlama**

Teachers will familiarise themselves with the strands/elements/content objectives for their class level. Throughout the course of the year, teachers will identify specific learning outcomes and will aim to cover all Learning Outcomes over a two-year period.

Rachaidh múinteoirí i dtaithí ar na snáithe,gnéithe agus torthaí foghlama dá rang fein. I rith na bliana roghnóigh siad torthaí foghlama áraithe agus beidh sé ar intinn acu na torthaí foghlama ar fad a bhaint amach le linn dhá bhlian.

**APPROACH/CUR CHUIGE**

**1. Playful & engaging approach/ Súgradh**

A high quality early primary experience requires playing, learning and teaching to become fully syncronised (Wood 2007).

Teachers plan and prepare to provide high quality playful experiences to develop

* spontaneity and flow
* freedom, choice and control
* imagination and creativity
* curiosity and adventure
* motivation and challenge
* fun and excitement
* problem-solving and decision-making

**2. Linguistic Diversity and Cultural Awareness/ Éagsúlacht teanga agus feasacht chultúrtha**

We provide the children opportunities to share their culture and customs of the country or heritage of their language. We embrace the multilingual classroom and we foster an awareness about the different languages the children speak in our school.

**3. Critical Literacy/Litearthacht chriticiúil**

Teachers in our school facilitate critical literacy through carefully considering the texts that children encounter in their classroom and help children to analyse who and what the texts represent. Children are also supported to consider alternative perspectives and to challenge the norm.

**4.Digital Literacy/ Litearthacht dhigiteach**

Digital technology is used in our school as a tool for literacy development and learning.

These approaches will be achieved through a variety of teaching and learning experiences as outlined in Appendix 1

**ASSESSMENT/ MEASNÚ**

Our language policy provides teachers with an opportunity to investigate a range of child-led and teacher-led assessment methods that support and enhance language teaching and learning. In our school we use two approaches to assessment, Assessment for learning-AfL and Assessment of learning- AoL. We use a selection of assessment methods as outlined in Appendix 2.

**INCLUSION/ CUIMSIÚ**

**‘**Sé an motto atá again sa scoil seo ná *Mo Chumas Abú*. Tugaimid tachaíocht do gach pháiste a acmhainneacht a bhaint amach cibé neartanna, suimeacha ná riachtainis atá acu.

In our school we support and challenge each child in a flexible manner to reach their potential. Given the diversity of the needs, strengths and interests of the children in our school, teachers aim to find their strengths and priority learning areas, goals and targets in order to plan their learning journey. Teachers can use the Additional Support Pathways to help children work towards Learning Outcomes. Children may be on a different pathway for different Learning Outcomes. See Appendix 3.

**STUDENT VOICE**

**IN OUR SCHOOL**

**Speaking**

We are provided with lots of opportunities to speak and converse with one another. We explore the similarities and differences that exist between words in other languages that are spoken around our school: Polish, Spanish, Ukrainian and French. We have opportunities for conversational aspects of languages which are integrated into our lessons every day. We are provided regular opportunities to present our work orally and reflect on our work during peer assessment-based conversations. We explore poetry and song regularly to help develop our language skills, vocabulary base and reading fluency.

**Reading**

We use a selection of reading applications to help us become more accurate at reading. We love exploring both short stories and novels in class to expand our understanding of different genres and enjoy the creativity associated with fantastic stories! We enjoy reading bilingual and multilingual books to expand our understanding of different languages. We use comprehension strategies such as Building Bridges to understand text to a better degree.

**Listening**

We practice active listening skills to make sure that we understand what others are saying to us. We enjoy listening to teachers and other people in our class reading. We enjoy listening to songs in different languages, exploring what the lyrics mean and discussing the underlying meaning that we might infer from songs.

**Writing**

We enjoy exploring translation exercises and exploring the connections and differences between languages. We like thematic writing lessons that link both English and Irish. This helps us understand both languages to a better extent. We like our creative/free writing copies and the creative writing time that happens in our school. We like the spelling activities and games that we use and they help us with both our spelling and handwriting.

**APPROACHES, RESOURCES AND INITIATIVES.**

The following strategies and resources will be used but are not limited to the following:

1. School and class library
2. Text books/graded readers.
3. SRA-Silent Reading Activities (Reading Laboratory)
4. Novels
5. Poetry
6. Spellings for Me Programme.
7. New Wave English
8. Phonics- Heggerty Programme Infants & Sounds like Phonics A-D Junior Inf-2nd Class
9. Fónaic Rang 2-6
10. Frasaí na míosa
11. Gramadach- Leabhar Gramadach BSRAC
12. Handwriting-Ready,Steady,Write programme

Initiatives:

1. Building Bridges
2. PALS
3. CAPER
4. Station Teaching
5. Literacy Lift Off
6. Reading Recovery
7. Peer Tutoring

Special Events/Awards:

1. World Book Day
2. Seachtain na Gaeilge
3. Our Class Book
4. Scríobh Leabhar
5. Book Fair
6. Read Aloud Week.
7. Visit to local library
8. Handwriter of the Month
9. Gaeilgeoir na Míosa
10. Star Reader Award
11. Guest Author

**Primary Language Curriculum Policy**

**Review of 2022 – 2023**

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| **Teanga ó Bhéal****2022/2023**Obair déanta ar Theanga ó Bhéal trí* Gaeilge neamhfhoirmiúil – Spreagadh & cothú curtha ar fáil do na múinteoirí & do na páistí a gcuid Gaeilge a úsáid sa seomra ranga, ag na ngeata agus timpeall na scoile.
* Liosta de gnath theanga an lae ar fáil i ngach seomra le focail & frasaí a bheadh á úsaid ag na múinteoirí agus ag na páistí.
* Béim curtha ar na sé frásaí a usádtar go minic sa seomra ranga agus timpeall na scoil. Béim curtha ar frás amhain gach mí .Postaer ildaite ar na mballaí sna seomraí rangaagus timpeall na scoile.
	+ Na frasaí ná…Dia duit/ go raibh maith agat/ le do thoil/ Gabh mo leithscéal/ An bhfuil cead agam? Cén leathanach?
* Ceachtanna laethúil bunaithe ar na téamaí Mé Fein/ Ar Scoil/ Sa Bhaile/ Ag Siopadóireacht/ Am agus Aimsir/ Teilifís agus Ócaidí Spesialta. (Bua na Cainte leabhair & clár idirghníomhach in úsaid i ngach rang.
* Duais do Ghaeilgeoir na Míosa ag an dTionóil.
* Eachtraí agus cluichí, amhrain agus dánta eaghraithe do Sheachtain na Gaeilge.
* Turas go dtí an Gaeltacht déanta ag Rang 6
* Béim curtha ar rannta agus dánta mar chuid de SSE. Rannta curtha ar fail do na ranganna agus iad le feiceáil timpeall na scoile.
* Leabhair le Dánta, Rannta & Amhráin ceannaithe agus le fáil do mhúinteoirí agus do pháistí
* Tearma 3 -béim curtha ar dán Gaeilge a fhoghlaim, é a rá do rang eile agus agus iniúchadh a dhéanamh ar an dán trí teicneolaíocht dhigiteach. Féin mheasnú déanta ag na páistí ar chonas a chuir said an dán i bhfeidhim.

**2023/ 2024**Leanúint ar aghaidh leis na modhanna thuas agus comh maith le sin cluichí a imirt chun feabhas a chur ar theanga ó bhéal. Déanfar é seo trí* Cluichí teanga a imirt sa seomra ranga
* Úsaid a bhaint as CLIL – úsáid a bhaint as Gaeilge ag na múinteoirí agus ag na paistí de reir a chéile i gceachtanna Corp Oideachais
* Cluichí bhoird as Gaeilge a chur ar fáil i ngach rang
* Teanga a mhúineadh do na páistí chun cabhrú leo Gaeilge a úsaid agus iad ag súgradh sa chlós.

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| Léitheoireacht**2022/2023**Obair déanta ar Leitheoireacht trí* Postaer agus lipéid le focail Gaeilge crochta timpeall na scoile.
* Ceachtanna laethúil bunaithe ar na téamaí Mé Fein/ Ar Scoil/ Sa Bhaile/ Ag Siopadóireacht/ Am agus Aimsir/ Teilifís agus Ócaidí Spesialta. (Bua na Cainte leabhair & clár idirghníomhach in úsaid í ngach rang.
* Leabhair Gaeilge do na paistí ceannaithe agus curtha ar fáil sa leabharlann.
* Fonaic agus litriú déanta trí *Fuaimeanna agus Focail* agus *Bua na Cainte*

**2023-2024**Leanúint ar aghaidh leis na modhanna thuas agus comh maith le sin* Leabhair breise as Gaeilge ceannaithe agus le ceannach
* Scéalta i mBéarla agus na scéalta céanna i nGaeilge a chur ar fail do ranganna éagsúla

Scribhneoireacht**2022/2023**Obair déanta ar Scribhneoireacht trí* Obair na bpáistí a thaispeáint timpeall na scoile mar spreagadh do na páistí scríobhneoireacht a dhéanamh.
* Ceachtanna laethúil bunaithe ar na téamaí Mé Fein/ Ar Scoil/ Sa Bhaile/ Ag Siopadóireacht/ Am agus Aimsir/ Teilifís agus Ócaidí Spesialta. (Bua na Cainte leabhair & clár idirghníomhach in úsaid i ngach rang.
* Ceachtanna litriú (Fuaimeanna & Focail in úsaid)
* Ceachtanna gramadach (Leabhar Gramadach BSRAC in úsaid)

**2023/2024**Leanúint ar aghaidh leis na modhanna thuas agus comh maith le sin* Clarú le haghaidh *Scríobhleabhar*  do ranganna éagsúla Spreagadh & cothú a chur ar fáil do na múinteoirí & do na páistí scríbhneoireacht a dhéanamh bunaithe ar roinnt de na seanraí thíos
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| **Seanraí** | **Samplaí** |
| Cúntas (Recount) | Mo Laethannta Saoire, Lá ag Siopadóireacht/Lá Cois Farraige, Turas Scoile, Stoirm a Tharla |
| Scéal (Narrative) | Oíche Shamhna, Teach Trí Thine |
| Filíocht (Poetry) | Mo Pheata, An Aimsir |
| Tuairisc (Report) | An Fómhar & seasúir eile, Ainmhí, An Caitheamh Aimsire/ Clár Teilifíse is Fearr liom |
| Scríbhneoireacht áititheach (Persuasive) | Fógra/ postaer |
| Scríbhneoireacht nós imeachta (Procedure) | Oideas/ seal draíochta |
| Miniú (Explanation) | Treoracha conas -cluiche a imirt/ dul go áit eile |