

## Everything you need to know about the New Primary Language Curriculum

November 2019

### Structure

The New Primary Language Curriculum (PLC) has now been completed with the publication of English and Gaeilge Stages 3 and 4 (Third - Sixth Class). This was accompanied by the publication of a revised version of Stages 1 and 2 (Junior Infants – Second Class), updating the original version, which was introduced on a phased basis from the beginning of the 2016-2017 school year.

### Implementation of and planning for the new Primary Language Curriculum

The following points summarise the recent Department of Education and Skills circular ([Circular 45/2019](#)).

- There is an understanding that planning at these early stages of implementation of the PLC will be subject to change and will evolve as teachers familiarise themselves with the new curriculum.
- The advice to teachers is to begin with clear short-term plans, reflect upon the effectiveness of these plans and amend future plans based on their own reflection.
- The PLC recognises that teachers are skilled professionals who have the autonomy to make decisions around teaching and learning including selecting curriculum content, pace, sequence and learning experiences and activities.
- Effective planning for teaching and learning is necessary for teachers to familiarise themselves with the PLC.
- The planning process facilitates teachers in deciding how best to implement the PLC in their own school setting and to support their pupils' learning.
- Curriculum planning should take account of pupils' needs, interests and abilities.
- Plans should be based on the learning outcomes of the PLC.
- Teachers should use a planning method that allows them keep the principles of the PLC in mind; that facilitates them in reflecting upon their curriculum implementation and that is useful individually and collaboratively.
- Planning should focus on providing rich and authentic language learning experiences aimed at achieving the learning outcomes outlined in the Primary Language Curriculum.

The structure of the New Primary Language Curriculum is as follows:

<b>English</b>		<b>Gaeilge</b>	
<b>Strand</b>	<b>Element</b>	<b>Snáithe</b>	<b>Gné</b>
Oral Language	Communicating	Teanga ó Bhéal	Cumarsáid
	Understanding		Tuiscint
	Exploring and using		Fiosrú agus úsáid
Reading	Communicating	Léitheoireacht	Cumarsáid
	Understanding		Tuiscint
	Exploring and using		Fiosrú agus úsáid
Writing	Communicating	Scríbhneoireacht	Cumarsáid
	Understanding		Tuiscint
	Exploring and using		Fiosrú agus úsáid

## Planning with the Primary Planning Tool

The [Primary Planning Tool](#) is designed to facilitate planning for and implementing the Primary Language Curriculum:

- The PPT contains the 1999, 2016 updates and 2019 curriculum content giving you flexibility to use the new content at your own pace.
- All plans are live, working documents that can be amended at any time, in the light of teachers' reflection on curriculum implementation.
- All plans are based directly on the learning outcomes/content objectives of the curriculum.
- Long-term plans can be developed yearly, termly or monthly. Teachers in the early stages of implementing the Primary Language Curriculum may wish to develop their long-term plans on a month by month basis.
- Long-term plans, short-term plans and cuntais míosúla are all integrated and content flows seamlessly from one to the other.
- Templates allow for collaboration with colleagues teaching at the same class levels and facilitate consistency and continuity of long-term planning from year to year.
- The copy plan feature can be used with short-term plans to bring forward assessment, differentiation, methodologies, etc. from one planning period to the next and which can then be edited to facilitate amending future plans based on reflection on implementation.

## The Primary Language Curriculum in the Primary Planning Tool

Stages 1 & 2 have undergone significant revision and the learning outcomes are quite different to the 2016 version of the new Primary Language Curriculum (PLC).

We have retained the 1999 curriculum and the 2016 curriculum Stages 1 & 2 in **the Primary Planning Tool** as some teachers already have them in their Long-term Plans and templates from previous years. This means teachers will need to be able to use them for the current school year and perhaps beyond.

The PPT will contain older (1999) content until at least 2020 and we will respond to feedback from schools at that stage to ascertain if the transition to the new language curriculum has been completed.

In the **Primary Planning Tool**, the content of the language curriculum is displayed by strands, in the sequence shown in the table below. Duplicate strand names in earlier curriculum versions are shown with the curriculum version in brackets after the strand name e.g. Reading (2016). This applies to content in selection menus and to content added to plans.

## New Language Curriculum in the Primary Planning Tool

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Primary Planning Tool [www.primaryplanningtool.ie](http://www.primaryplanningtool.ie) [info@heremon.ie](mailto:info@heremon.ie) (01) 5377233

<b>English</b>		<b>Gaeilge</b>	
<b>Stage</b>	<b>Strands</b>	<b>Céim</b>	<b>Snáitheanna</b>
	Oral Language		Teanga ó Bhéal
<b>Stage 1 &amp; 2</b>	Reading	<b>Céim 1 &amp; 2</b>	Léitheoireacht
	Writing		Scríbhneoireacht
	Oral Language (2016)		Teanga ó Bhéal (2016)
	Reading (2016)		Léitheoireacht (2016)
	Writing (2016)		Scríbhneoireacht (2016)
	Receptiveness to language		Éisteacht
	Competence and confidence in using language		Labhairt
	Developing cognitive abilities through language		Léitheoireacht (1999)
<b>Stage 3 &amp; 4</b>	Emotional and imaginative development through language	<b>Céim 3 &amp; 4</b>	Scríbhneoireacht (1999)
	Oral Language		Teanga ó Bhéal
	Reading		Léitheoireacht
	Writing		Scríbhneoireacht
	Receptiveness to language		Éisteacht
	Competence and confidence in using language		Labhairt
	Developing cognitive abilities through language		Léitheoireacht (1999)
Emotional and imaginative development through language	Scríbhneoireacht (1999)		

**Note:** In the 2016 revision each Learning Outcome had a corresponding single statement of the intended outcome, i.e. there was a one-to-one correspondence between the Learning Outcome Numbers/Labels and the outcomes. In the 2019 revision (revised Stages 1 & 2 and the new Stages 3 & 4) many of the Learning Outcomes have multiple outcome statements for a single outcome Number/Label. For examples see the table and the image below:

<b>Subject</b>	English
<b>Strand</b>	Reading
<b>Element</b>	Learning outcome
<b>2016 Learning Outcome</b>	
<b>Communicating</b>	1. Engagement: Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others.
<b>2019 Learning Outcome</b> <i>(Containing two outcome statements)</i>	
<b>Communicating</b>	1. Engagement: Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers.
	1. Engagement: Discover and explore texts in various languages.

In instances such as the examples above teachers may want to include one outcome, all outcomes, or any combination of outcomes included under a particular learning outcome Number/Label. Therefore, in the Primary Planning Tool, we have included all outcomes as separate Learning Outcomes providing the flexibility to plan in any combination required for teachers' own individual needs.

### **Aims & General Objectives**

In a similar way to the curriculum content, when selecting **Aims** and **Objectives** for English or Gaeilge the menu will first display the aims for the Primary Language Curriculum, followed by the aims from the 1999 curriculum - displayed as **Aims (1999)**. The **General Objectives** are from the 1999 curriculum.

For further information see our [website](#) or contact us at [info@heremon.ie](mailto:info@heremon.ie) or (01) 537 7233