Exploration of the Learning Outcomes for Reading

**Suggested Time:** 20 minutes

**Goal:** The purpose of this activity is to facilitate a discussion about what children need to develop in order to become good readers. Teachers will compare their prior knowledge of reading to the outcomes included in the Primary Language Curriculum for both English and Irish, as a means of familiarising themselves with the reading outcomes.

1. **Preparation**

A flipchart or a whiteboard for recording responses from the teachers will be needed for this activity. Write the title ‘Reading/Léitheoireacht’ on your flipchart or whiteboard in preparation. Each teacher will need their curriculum document.

2. **Introduction**

Language learning is an integrated process. All three strands (Oral Language, Reading and Writing) are interrelated, interdependent and inextricably linked. For this task we will focus on the Reading strand, while acknowledging that Oral Language and Writing are also an integral part of that strand. To start we will explore what’s involved with reading from a teaching and learning point of view. The question we will ask ourselves at the outset is:

- What do children need to develop in order to become good readers?

Discuss this question in groups for five minutes. I will collect your answers after your discussion and record them on the flipchart/board.

(Allow teachers five minutes to discuss in groups, then collect feedback and record in bullet format on your flipchart or whiteboard. You may like to designate a scribe to record the feedback as you collect it orally from the group.)

3. **Exploration of Reading Outcomes (English)**

Open the Learning Outcomes for Reading (English) which can be found under the first tab of the Primary Language Curriculum, on page 52. Take a few minutes to read through the outcomes for yourselves. You will see that we have listed most of the components of reading on our flipchart/whiteboard, but take a moment to identify anything we haven’t mentioned? If you find something that isn’t listed, we will add that to our flipchart.

(Allow teachers a few minutes to read through the outcomes and to discuss in groups the differences between the original brainstorm on reading and the outcomes for reading in the Primary Language Curriculum. Following this discussion add any areas not previously mentioned to the flipchart.)

Are there any areas we didn’t mention in our original brainstorm?
4. Iniúchadh ar Thorthaí Foghlama na Léitheoireachta (Gaeilge)

Anois osclóimid na Torthaí Foghlama don Ghaeilge agus rachaimid go dtí na Torthaí Foghlama don Léitheoireacht faoi chluaisín uimhir a dó, nó leathanach 56. Léigí na torthaí foghlama ar feadh nóiméid nó dhó. Déan compairidí idir na torthaí foghlama don Bhéarla agus na torthaí foghlama don Ghaeilge maidir le léitheoireacht.

An bhfuil siad mar an gcéanna don Bhéarla agus don Ghaeilge? Níl.


(Tá an fáth leis na bearnaí/spásanna bána seo sna Torthaí Foghlama don Léitheoireacht ar fáil sna ‘Key Messages’ thíos.)

5. Key Messages for Reading

As referred to on page 49 of the Primary Language Curriculum:

“Building on a rich foundation of oral language and emergent reading and writing experiences, children in English-medium schools will be introduced to formal literacy skills in English (L1) during Stage 1 (junior and senior infants). Formal literacy skills in the school’s L2 (Irish) will be introduced at the latest before the end of second class, in line with the Learning Outcomes which identify emergent oral language, emergent reading and writing skills to be developed by children in Stage 1.” (Primary Language Curriculum 2015, p.49)

Therefore, development of emergent literacy skills and the introduction of formal literacy skills will both take place during Stage 1 for English.

Whereas, in relation to Gaeilge, emergent oral language and emergent reading and writing skills are to be developed in Stage 1, leading to the introduction of formal literacy skills in Irish in Stage 2. Transfer of skills from English will play a big part in the development of these skills in Irish.