

# Primary Language Curriculum

*Curaclam Teanga na Bunscoile*



English Language 1 and Irish Language 2  
*Béarla Teanga 1 agus Gaeilge Teanga 2*

# Curaclam Teanga na Bunscoile

*Primary Language Curriculum*



Gaeilge Teanga 1 agus Béarla Teanga 2  
*Irish Language 1 and English Language 2*

# Spelling and word study



<b>Stage 1</b> Junior and Senior Infants Through appropriately playful learning experiences, children should be able to	<b>Stage 2</b> First and Second class Through appropriately engaging learning experiences, children should be able to	<b>Stage 3</b> Third and Fourth class Through appropriately engaging learning experiences, children should be able to	<b>Stage 4</b> Fifth and Sixth class Through appropriately engaging learning experiences, children should be able to
<p>Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling.</p> <p>Spell high-frequency and high-interest words accurately.</p>	<p>Use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words.</p> <p>Spell a wide range of high-frequency words accurately and begin to use reference materials to check and correct spelling.</p>	<p>Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.</p> <p>Use appropriate reference materials to independently check and correct spelling.</p>	

# g

The child...

uses digraphs and letter strings and a range of familiar words, draws on visual memory for high-frequency words and begins to use dictionaries.



Supported by



begins to understand that some words are spelled differently from how they are pronounced.



Supported by



# h

The child...

uses strategies including syllabification, strings and patterns, and dictionaries to spell a wider range of words and self-corrects more often.



Supported by



understand that some words are spelled differently from how they are pronounced.



Supported by



# i

The child...

uses a range of strategies flexibly to spell unusual and difficult words.



Supported by



# j

The child...

identifies and discusses similarities and differences between words in different languages.



Supported by



discusses and evaluates the purpose of standardised spelling.

analyses and discusses the origins of words from a range of subject areas.



Supported by



identifies, explains, and uses a range of strategies to spell unusual and difficult words to create texts.



Supported by



# k

The child...

reflects on sources and strategies used to aid spelling and assesses their use.



Supported by



discusses differences between standard English in Ireland and in other countries.



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