

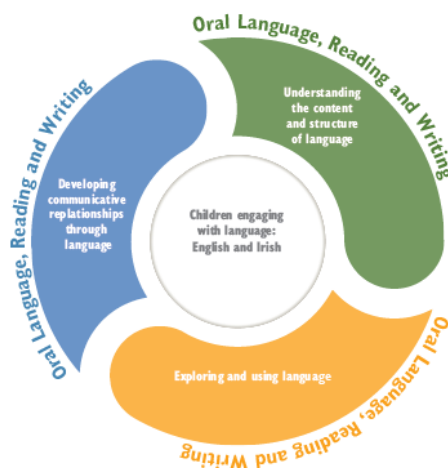
PLC Primary and Post Primary: Making the Links



The Primary Language Curriculum in the context of curriculum provision from birth to 18 years (PLC Book, page 6)

The Primary Language Curriculum seeks to support children on their language-learning journeys, in both English and Irish, while also acknowledging the diversity of languages spoken in Irish primary schools. The curriculum acknowledges the learning journeys that all children are on. From birth, children learn language through their interactions and experiences at home, in early childhood settings and into primary school. Children continue to engage in language learning and development as they progress to post-primary school through their experience in junior cycle. In its strands, elements and learning outcomes, the Primary Language Curriculum is aligned with the junior cycle specifications for English and Irish. This provides for continuity of experience and progression in language learning as children make the transition from primary to post-primary school.

In its strands, elements and outcomes, the specification for Junior Cycle English mirrors the specification for the primary language curriculum. This affords a significant continuity of experience for language learners when they make the transition from primary to post-primary school.



The elements of language (PLC Book, Page 14)

There are three strands in the Primary Language Curriculum — oral language, reading and writing in both English and Irish. Across the strands, 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 are interdependent, as below shows.

The specification for Junior Cycle English focuses on the development of language and literacy in and through the three strands: Oral Language, Reading, and Writing. The elements of each of these strands place a focus on communicating, on active engagement with and exploration of a range of texts, and on acquiring and developing an implicit and explicit knowledge of the shape and structures of language.

While the learning outcomes associated with each strand are set out separately, this should not be taken to imply that the strands are to be studied in isolation. The student's language learning is marked by a fully integrated experience of oral language, reading and writing.

Strands and elements in each Curriculum is shown below.

Strands			
PLC	L1LP	L2LP	JC
English/Irish	Communication, Language and Literacy	Communicating and Literacy	English
1. Oral Language			1.Oral Language
2. Reading			2.Reading
3. Writing			3.Writing

Elements			
PLC	L1LP	L2LP	JC
English/Irish	Communication, Language and Literacy	Communicating and Literacy	English
1. Developing communicative relationships through language	1.Developing communicative relationships	1.Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	1.Communicating as a listener, speaker, reader, writer
2. Understanding the content and structure of language	2.Understanding	2.Using non-verbal behaviour to get the message across	2.Exploring and using language
3. Exploring and using language	3. Exploring and using	3.Reading to obtain basic information	3.Understanding the content and structure of language
	4.Reading	4/Using a range of writing forms to express opinions	
	5.Written expression	5.Using expressive arts to communicate	
		6.Using suitable technologies for a range of purposes	

The Pathways

The Additional Support Pathways have been developed to provide access, opportunity and challenge for children with learning disabilities in the low moderate to severe and profound range of ability. The Pathways are designed for use at primary and post-primary level for this cohort of learners. The Pathways support continuity and progression for the learner as they transition between classes, and on to post- primary programmes

Additional Support Pathways	
ADDITIONAL SUPPORT PATHWAYS	The child...
EXPERIENCING	is present during a learning activity. S/he is exposed to and/or aware of the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
INITIATING	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

PLC Additional Support Pathways

https://curriculumonline.ie/getmedia/3ac44a69-57f9-49ea-80db-ebec76831111/PLC-Support-Materials_All-Strands-Final.pdf

PROGRESSION PATHWAYS	The student...
EXPERIENCING	is present during a learning activity. S/he is exposed and/or aware and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
INITIATING	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

L1LP Progression Pathways

<https://curriculumonline.ie/getmedia/13b94835-df1b-4b4d-9b02-8c01f0f66dab/L1LPs-Guidelinesforteachers.pdf>