

Polasaí na Gaeilge

Irish Language Policy



Rationale Réasúnaíocht

Literacy or biliteracy, a more appropriate term for the immersion context, focuses on developing each child's ability to listen to, understand and use language as an integral part of all areas of learning in order to interact effectively with the world around them, to express themselves creatively and communicate competently and confidently (through listening, understanding, talking, reading and writing) using a variety of skills and media. In an Irish-medium setting, a sound acquisition of Irish is essential in order for children to access the full curriculum and attain in all its Areas of Learning.

We aim to provide a supportive and stimulating learning environment in which their contributions are valued and in which children are enabled to understand and communicate effectively in both Irish and English in order to express themselves. We also aim to provide opportunities for pupils' language development and enrichment and to develop their ability to use Irish to communicate in social relationships and learning, to understand ideas and to order, explore and refine their thoughts.

Díríonn an litearthacht nó an délitearthacht, téarma is cuí do chomhthéacs an tumoidechais, ar fhorbairt chumas gach páiste, éisteacht le teanga, í a thuigbheáil agus a úsáid mar pháirt lárnach de gach réimse foghlama, le hidirghníomhú leis an saol thart orthu, le iad féin a chur in iúl go cruthaitheach agus le cumarsáid a dhéanamh go cumasach, muiníneach (trí éisteacht, thuiscint, chaint, léamh agus scríobh) ag úsáid éagsúlacht scileanna agus meán. I suíomh Gaelscolaíochta, tá sealbhú na Gaeilge barrthábhachtach le ligean do pháistí gach Réimse Foghlama sa churaclam a rochtan agus a ghnóthú.

Tá sé d'aidhm againn timpeallacht foghlama atá tacúil agus spreagúil a sholáthar ina ndéantar páistí a chumasú le tuiscint agus le cumarsáid éifeachtach a dhéanamh i nGaeilge agus i mBéarla lena gcur féin in iúl agus ina gcuirtear luach ar a ndeir siad ar a scríobhann siad. Tá sé d'aidhm againn fosta deiseanna a sholáthar d'fhorbairt agus do shaibhriú na teanga, le go bhforbróidh siad an cumas leis an Ghaeilge a úsáid i gcaidrimh agus i bhfoghlaím shóisialta, agus le smaointe a thuiscint agus lena gcuid smaointe féin a chur in ord, a fhiosrú agus a bheachtú.

Principles Prionsabail

- In Irish-medium Education programmes, such as the one we operate in the IM unit in Bunscoil Naomh Bríd, Tír Chiana, children are immersed in, and educated mostly through the medium of an additional language, Irish in this case, which is not the language of the home in the majority

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of cases. The majority of our children come from homes where English is the dominant language. Nevertheless, there are also a small number of children where Irish is the dominant language in the home and we strive to meet their specific individual needs accordingly. The teacher takes the level of development in these pupils' Irish into consideration at all times, however, it remains for these pupils to develop academic, curricular-specific language in all areas of learning, under the support and guidance of the class teacher.

- The teachers and other adults within the unit are the children's main and often only source of sustained exposure to the additional, immersion and target language, Irish. Pupils progress through clearly defined stages in immersion language acquisition.

The first stage involves the development of receptive skills when pupils

1. listen to immersion language and become familiar with its sounds and rhythms.
2. listen to immersion language and begin to understand what is being said.

The second stage involves the development of production skills when pupils begin to use the language by

1. imitating what they hear
2. using words and familiar phrases spontaneously
3. beginning to use language in a sustained, creative way

- During the Foundation Stage a two language dynamic is largely in place in the classroom. Teachers continuously use Irish in their expositions and in their interactions with pupils and while the pupils respond frequently in English or with bodily gestures, their levels of understanding, their ability to remember and their ability to respond using the immersion language will gradually develop throughout the Foundation Stage.
- As their competence in Irish grows the pupils' dependence on English decreases. As pupils progress through Key Stages 1 / 2, Irish will have been established as the dominant medium of communication used by all pupils with teacher. However, pupils, while communicating among themselves beyond the hear shot of the teacher, may at times use English. The teacher, using various strategies, nevertheless positively encourages the children to communicate among themselves to use the immersion language in both academic and social contexts.
- It is easier to encourage pupils to choose Irish as the spoken language of the school when good practice is seen and heard all around them from both teachers, the senior management and learning assistants.

- Irish is the main language of communication within the unit and all members of staff indicate a positive attitude to the speaking of Irish and encourage the same among the pupils.
- All members of staff strive to ensure, and the school holds the expectation, that the pupils will realise their potential in terms of high levels of bilingualism across the various literacy skills of listening, understanding, talking, reading and writing in both Irish and English.
- Pupils' development in the learning areas of *Irish Language and Literacy* and *English Language and Literacy* must be planned for carefully within their own frameworks and also within other areas of learning in a complementary way which facilitates the transferral of skills and avoids duplication e.g. capital letters, paragraphing.
- In their consideration of aspects of the grammar and syntax of their two languages, pupils will be encouraged to contrast how the languages work, through for instance, the provision and consideration of oral and written examples of accurate language use.

I gcláir Ghaelscolaíochta, mar an ceann atá againn féin anseo in Aonad Gaelscolaíochta Scoil Bríde, Tír Chiana, déantar páistí a thumadh sa Ghaeilge agus cuirtear oideachas orthu den chuid is mó trí mheán na teanga sin, inár gcás féin, nach í teanga an bhaile í ag an chuid is mó de na daltaí. Mar sin féin, tá líon beag páistí a bhfuil an Ghaeilge mar phríomhtheanga acu sa bhaile agus déanaimid ár seacht ndícheall a riachtanais shainiúla indibhidiúlacha siúd a shásamh. Cuireann an múinteoir an leibhéal forbartha i nGaeilge ag na daltaí seo sa reicneáil i dtólamh, mar sin féin, is faoi na daltaí seo atá sé go fóill, teanga acadúil atá sainiúil sa churaclam i ngach réimse foghlama a fhorbairt, le tacaíocht agus treoir an mhúinteora.

- *Is iad múinteoirí agus daoine lánfhásta eile an aonaid príomhfhoinsé na Gaeilge agus go minic an t-aon fhoinsé amháin teagmhála leis an tumtheanga/spríoctheanga bhreise a bheas ag na daltaí. Téann daltaí chun cinn trí chéimeanna léir-shainmhínithe i sealbhú na tumtheanga. Is é atá sa chéad chéim forbairt ginscileanna agus páistí:*

1 ag éisteacht leis an tumtheanga agus ag cur eolais ar a fuaimeanna aus a rithimí.

2 ag éisteacht leis an tumtheanga agus ag tosú a thuiscint a bhfuil á rá.

Baineann an dara céim le forbairt ginscileanna agus daltaí ag tosú a úsáid teanga trí

1 aithris a dhéanamh ar a gcluin siad

2 úsáid focal agus frásaí inaitheanta go spontaineach

3 tosú a úsáid teanga ar dhóigh mharthannach, chruthaitheach

- Tá dinimic dhátheangach ar obair i seomraí ranga i rith na Bonnchéime. Ní labhróidh na múinteoirí ach Gaeilge agus iad ag míniú nó ag idirghníomhú leis na daltaí cé go dtabharfaidh daltaí freagraí go minic i mBéarla nó trí gheitsíochtaí coirp, beidh a leibhéal tuisceana, a gcumas le cuimhneamh agus le freagra a thabhairt sa tumtheanga ag forbairt de réir a chéile ar feadh na Bonnchéime.
- Agus a gcumas Gaeilge ag méadú, laghdaítear ar spleáchas an dalta ar Bhéarla. Agus iad ag dul chun cinn trí eochairchéimeanna 1 agus 2, bunófar an Ghaeilge mar mheán ceannasach cumarsáide ag na daltaí leis an mhúinteoir. Mar sin féin, seans go mbainfidh na daltaí úsáid as Béarla agus iad ag déanamh cumarsáide le chéile gan an múinteoir bheith ábalta iad a chluinstin. Ina dhiaidh molfaidh an múinteoir go dearfach do na páistí bheith ag déanamh cumarsáide ina measc féin trí mheán na tumtheanga i gcomhthéacs idir acadúil agus shóisialta
- Is fusa a mholadh do dhaltaí an Ghaeilge a roghnú mar theanga labhartha na scoile nuair a thugtar agus nuair a fheictear deashampla i labhairt na Gaeilge ó mhúinteoirí, ó bhainisteoirí agus ó chúntóirí foghlama.
- Is í an Ghaeilge an phríomhtheanga chumarsáide san aonad agus cuireann gach ball foirne dearcadh dearfach chun tosaigh i leith labhairt na Gaeilge i measc na ndaltaí.
- Féachfaidh múinteoirí chuige agus tá sé d'ionchas ag an scoil go bhfíoróidh gach dalta an mianach atá ann/inti i dtéarmaí leibhéal arda sa dátheangachas trasna scileanna éagsúla litearthachta sa éisteacht, sa tuiscint, sa chaint, sa léamh agus sa scríobh i dtaca le Gaeilge agus le Béarla de.
- Caithfear dul chun cinn na ndaltaí i dTeanga agus Litearthacht na Gaeilge agus i dTeanga agus Litearthacht an Bhéarla a phleanáil go cúramach taobh istigh dena bhfrámaí féin agus fosta taobh istigh de na réimsí foghlama eile ar dhóigh chomhlántach a éascaíonn aistriú scileanna agus a sheachnaíonn dúbailt m.sh. ceannlitreacha agus paragraif
- Agus iad ag fiosrú gnéithe de ghramadach agus de chomhréir an dá theanga atá ar eolas acu, molfar do dhaltaí na dóigheanna a n-oibríonn an dá theanga a chur i gcodarsnacht le chéile, trí shampla, sholáthar agus fhiosrú samplaí d'úsáid chruinn sa teanga labhartha agus scríofa.

Aims / Aidhmeanna

- To encourage the children to become:
 - active, attentive listeners who display full understanding of the immersion language;
 - clear, confident and competent speakers and;
 - competent, effective writers in both Irish and English.
 - To enable children to express themselves orally with confidence, competence and accuracy in both Irish and English in order to interact and learn effectively;
 - To provide a language rich environment throughout the school in which to develop Irish as an effective vehicle for communication, learning and teaching;
 - To provide opportunities to extend the pupils' Irish language and English language competences across all areas of learning as stated in the statutory curriculum document (see *NI Curriculum Primary Irish-medium (2009)* www.nicurriculum.org.uk)
 - To regularly monitor the pupils' language competences and the suitability of grammatical structures for year groups and to plan accordingly for improvement through such actions as error analysis, and the delegation of structures to year group planners according to success criteria;
 - To stimulate and maintain the pupils' interest, motivation and enjoyment of languages;
 - To provide opportunities for children to initiate their own learning situations through partaking in planning board activities and actively interact in Irish with their peers and teachers;
 - To encourage the use of Irish within the academic contexts of the classroom, and the unit building, and the social contexts of, for example the playground, the dinner hall,
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- *Le páistí a chumasú le iad féin a chur in iúl le muinín, le cumas agus le cruinneas sa Ghaeilge agus sa Bhéarla le bheith ag idirghníomhú agus ag foghlaim go héifeachtach;*
 - *Timpeallacht atá saibhir ó thaobh teanga de a sholáthar leis an Ghaeilge a fhorbairt mar mheán cumarsáide, foghlama agus teagaisc.*
 - *Leis na daltaí a spreagadh le bheith ina n-éisteoirí aireacha, ina gcainteoirí soiléire, muiníneacha agus ina scríbhneoirí muiníneacha cumasacha.*

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- *Le deiseanna a sholáthar lena gcumais sa Ghaeilge agus sa Bhéarla a fhorbairt trasna réimsí foghlama an churaclaim mar atá leagtha amach sa doiciméad curaclaim Curaclam TÉ, Bunscolaíocht (2009) www.nicurriculum.org.uk*
- *Le monatóireacht a dhéanamh ar chumais na ndaltaí sa teanga agus le pleanáil a dhéanamh i dtreo feabhsaithe;*
- *Leis an tsuim a chuireann daltaí sa Ghaeilge agus sa Bhéarla agus leis an spreagadh agus an taitneamh a fhaigheann siad astu a choinneáil agus a bheochan*
- *Le deiseanna a sholáthar do pháistí lena suímh féin foghlama a thionscaint agus le hidirghníomhú go beo i nGaeilge lena bpiaraí agus lena múinteoirí.*
- *Úsáid na Gaeilge a spreagadh taobh istigh de chomhthéacs acadúil an tseomra ranga agus fhoirgneamh an aonaid, agus de chomhthéacs sóisialta an chlóis súgartha, na bialainne agus imeachtaí seach-churaclaim.*

Listening, Understanding and Talking **Éisteacht, Tuigbheáil agus Labhairt**

- During Foundation Stage there are two languages in use in the Irish-medium Unit. The children go through a period where they do not yet respond in Irish but indicate understanding through actions or responses in English. At this point children function as listeners in relation to Irish and as listeners and speakers in relation to English. As pupils progress through Key Stages 1 / 2 Irish will have been established as the dominant means of communication used by the pupils.
- Listening, understanding and talking activities must have a specific and planned focus with the emphasis being on teachers modelling the accurate use of Irish language. Irish-medium pupils develop their language skills through a range of activities some of which are listed below:
 - their play and practical activities;
 - stories, songs, rhymes and games e.g. Simon says and I spy;
 - dance, drama and role-play to explore real and imagined situations;

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- Repeating familiar phrases and sentences;
- Providing a range of opportunities to talk and listen in formal and informal settings;
- Recalling sequence and detail;
- Informal discussion with teacher and other pupils;
- encouraging children to ask and answer questions and to problem solve;
- use of DVDs Na Dodaí , Dora and Clifford.

During Key Stage 1/2 Irish will have been established as the dominant means of communication. Pupils are now functioning as listeners and speakers of Irish.

Pupils in Key Stage 1 continue to develop their language skills through:

- listening to teachers' and other adults' sustained use of Irish in all formal and informal activities within and beyond the school;
- a high level of verbal interaction with other pupils and adults;
- experiencing constant repetition and of key language features;
- being exposed to a wide range of different digital sources of Irish e.g., CDs, DVDs videos etc.

Pupils in Key Stage 2 should be helped to develop the ability to listen and respond in a range of contexts and to speak competently, coherently and confidently for a variety of purposes and audiences. They should also be given opportunities to develop the skills, competences and confidence to effectively communicate with listeners and capture their interest.

- *Ag an bhonnchéim in aonad Gaelscolaíochta, bíonn dhá theanga in úsáid. Bíonn tréimhse ann nuair nach bhfreagraíonn na páistí i nGaeilge go fóill ach a léiríonn siad a dtuigbheáil trí ghníomhartha nó i mBéarla. Ag an phointe seo, bíonn na daltaí ag feidhmiú mar éisteoirí maidir le Gaeilge agus mar éisteoirí agus chainteoirí maidir le Béarla. Agus daltaí ag dul chun tosaigh trí eochairchéimeanna 1/2, bunófar an Ghaeilge mar phríomh-mheán cumarsáide a bheidh in úsáid ag na daltaí.*
- *Caithfidh fócas sainiúil agus pleanáilte a bheith ag gníomhaíochtaí teanga. Is trí réimse gníomhaíochtaí, a bhfuil cuid acu liostaithe thíos, a fhorbraíonn daltaí Gaelscolaíochta a scileanna teanga:*
- *a ngníomhaíochtaí súgartha agus praiticiúla*
- *scéalta trí amhráin, rímeanna agus cluichí m.sh deir bean Uí Ghrádaigh agus chím le mo shúil bheag...*
- *damhsa, drámaíocht agus rólimirt le suímh fhíora agus shamhailte*

- *eiseamláiriú úsáid chruinn na Gaeilge*
- *aithris frásaí agus abairtí a aithníonn siad*
- *soláthar réimse deiseanna le bheith ag caint agus ag éisteacht i suímh fhoirmiúla agus neamhfoirmiúla*
- *athghlaoch seichimh agus mionsonraí*
- *plé neamhfoirmiúil le múinteoir agus le daltaí eile*
- *spreagadh páistí le ceisteanna a chur agus a fhreagairt agus le deacrachtaí a fhuascailt*
- *úsáid DVD anna, Ná Dódaí, Dora agus Clifford*

I rith eochairchéimeanna 1/2 bunófar an Ghaeilge mar phríomh-mheán cumarsáide. Beidh na daltaí anois ag feidhmiú mar éisteoirí agus chainteoirí Gaeilge. Leanfaidh daltaí eochairchéim 1 orthu ag forbairt a scileanna teanga trí:

- *úsáid na Gaeilge i ngach uile ghníomhaíocht;*
- *leibhéal ard idirghníomhaíochta briathartha le daltaí;*
- *leibhéal ard aithrise agus athrá maidir le gnéithe tábhachtacha teanga;*
- *theagmháil le foinsí difriúla Gaeilge m.sh. CDanna, DVDanna, fístéipeanna srl. A chinntiú.*

Ba cheart cuidiú le daltaí in eochairchéim 2 leis an chumas a fhorbairt iontu éisteacht agus freagairt i réimse comhthéacsanna agus labhairt go céillí, cumasach, muiníneach ar réimse feidhmeanna agus luchtanna éisteachta. Ba cheart go dtabharfaí dóibh fosta deiseanna cumarsáid a dhéanamh agus spéis éisteoirí a choinneáil.

Reading Léitheoireacht

Children should be encouraged to develop a love of books and the disposition to read. As children begin to realise that print has meaning and that reading can make sense of print, they should be encouraged to develop curiosity about words, how they sound patterns within words and how they are composed.

Pupils in an Irish-medium context have had limited exposure to the immersion language and should therefore be given the time and support needed to develop their oral language in preparation for reading. Reading experiences should be informal and enjoyable, in the context of their immersion language with children learning in an environment, where print is all around them, e.g. in captions, labels and instructions. They should have access to a wide range of reading materials throughout the day and should have regular opportunities as a whole class, in small groups and individually to see modelled reading and to participate in shared reading.

Teachers in *Bunscoil Naomh Bríd* enable children to develop early immersion language skills in Reading through

- an emphasis on play, practical activities, stories, songs, rhymes and games;
- meaningful, context-embedded activities;
- an appropriate balance of modelled, shared and guided language activities.
- a high level of adult interaction with children;

Ba cheart a mholadh do pháistí grá a bheith acu ar leabhair agus meon a chothú iontú chun léitheoireachta. Agus páistí ag toiseacht a thuigbheáil go bhfuil ciall le bprionta agus go dtig leis an léitheoireacht ciall a dhéanamh de phrionta, ba cheart iad a spreagadh le fiosracht a fhorbairt faoi fhocail, a bhfuaimheanna, patrúin fuaimne taobh istigh d'fhocail agus faoin dóigh a gcumtar iad.

Teagmháil theoranta a bhíonn ag daltaí sa Ghaelscolaíocht leis an tumtheanga agus ba cheart mar sin go dtabharfaí dóibh an t-am agus an tacaíocht lena dteanga labhartha a fhorbairt mar ullmhúchán don léitheoireacht. Ba cheart go mbeadh eispéiris léitheoireachta neamhfhoirmiúil agus taitneamhach, i gcomhthéacs a dtumtheanga agus páistí ag foghlaim i dtimpeallacht ina mbíonn prionta gach áit thart orthu m.sh. ceanteidil, lipéid agus treoracha. Ba cheart go mbeadh deis acu ar réimse leathan d'ábhair léitheoireachta ar feadh an lae agus deiseanna rialta mar rang iomlán, i ngrúpaí beaga agus go haonarach le léitheoireacht eiseamláirithe a fheiceáil agus bheith páirteach i gcomhléitheoireacht.

Cumasaíonn múinteoirí i Scoil Naomh Bríd lena scileanna sa luath-thumtheanga a fhorbairt sa Léitheoireacht trí

- bhéim ar shúgradh, ghníomhaíochtaí praiticiúla, amhráin, rímeanna agus cluichí;
- gníomhaíochtaí comhthéacsleabaithe;
- cothromaíocht chuí gníomhaíochtaí eiseamláirithe, comhpháirte agus treoraithe;
- leibhéal ard idirghníomhaíochta le páistí;

Key Stage 1 Eochairchéim 1

Children should be helped to develop confidence in reading using a range of methods. They should be given opportunities to develop their confidence and independence through enjoyable reading experiences that will help them develop individual tastes and preferences and make sense of what they read.

Reading provides a further source of language exposure and consolidation of the immersion language as it is through reading and reading activities that greatest opportunities exist for the acquisition and development of Irish in Key Stage 1.

Ba cheart cuidiú le páistí a muinín a fhorbairt sa léitheoireacht ag úsáid réimse modhanna. Ba cheart deiseanna a thabhairt dóibh lena muinín agus lena neamhspleáchas a fhorbairt trí éispiris thaitneamhacha léitheoireachta a chuideiodh leo roghnú idir na cineálacha ábhair léitheoireachta is fearr leo féin agus ciall a dhéanamh dá léann siad. Soláthraíonn an léitheoireacht foinse eile teagmhála teanga agus daingnithe tumtheanga nó is tríd an léitheoireacht agus trí ghníomhaíochtaí léitheoireachta a bhíonn na deiseanna is mó ar fáil do shealbhú agus d'fhorbairt na Gaeilge in eochairchéim 1.

Key Stage 2 Eochairchéim 2

Teachers in Bunscoil Naomh Bríd will take every opportunity to further develop and extend the childrens' acquisition of the Irish language and further their knowledge of the English language during reading activities. At this stage children will be encouraged to connect learning across both of their languages, e.g. respond to Irish Language texts in English and respond to English language texts in Irish. This skill of translanguaging will be exploited to its utmost in order to develop pupils' reading skills in both Irish and English.

Tapóidh múinteoirí i Scoil Naomh Bríd gach deis le sealbhú na teanga i rith gníomhaíochtaí léitheoireachta a fhorbairt agus a leathnú. Ag an chéim seo spreagfar páistí leis an fhoghlaim a cheangal trasna an dá theanga atá ar eolas acu m.sh. freagairt do théacs Gaeilge i mBéarla agus freagairt i nGaeilge do Bhéarla.

Writing Scríbhneoireacht

Foundation Stage An Bhonchéim

During the Foundation Stage writing should be an enjoyable experience. To foster this aspect of writing, the classroom atmosphere should be one where pupils feel relaxed, accepted and affirmed and in which they succeed as writers. In order to help children experience and understand the purposes of writing, teachers will provide opportunities to talk about why people write and be given opportunities to experiment. Writing should develop gradually over a period of time with pupils beginning to understand the importance of writing as a means of communication.

Most of our pupils in Bunscoil Naomh Bríd have had limited exposure to the immersion language and should therefore be given time and support they need to develop their oral language in preparation for writing. Some pupils may choose to communicate in English at this stage and they should be supported and encouraged in their ability to compose by allowing them to communicate orally to their teacher what they want to write. In helping the pupils to express their thoughts in simple sentences the teachers will speak in Irish and remodel in Irish the pupils' writing intentions. It is important that teachers show sensitivity in responding to children's work. As children begin to write with more competence, they should be helped to express their ideas clearly using their increased vocabulary and knowledge of sentence structure. Pupils will be encouraged to write during Play and in every Area of Learning. They will have regular opportunities, as a whole class, in small groups or individually, to see modelled writing and to participate in shared writing. In the context of the immersion language there is a greater need for modelled writing than in a monolingual setting.

Ba cheart eispéireas taitneamhach a dhéanamh den scríbhneoireacht sa Bhonnchéim. Leis an ghné seo den scríbhneoireacht a fhorbairt, ba cheart go mothódh daltaí ar a suamhneas in atmaisféar an tseomra ranga, go bhfuiltear ag glacadh leo agus go bhfuiltear á ndeimhniú agus go n-éireoidh leo mar scríbhneoirí. Le cuidiú le páistí próiseas na scríbhneoireachta a thuigbheáil agus taithí a bheith acu air, soláthróidh múinteoirí deiseanna le bheith ag caint faoi na cúiseanna a mbíonn daoine ag scríobh agus ba cheart go dtabharfaí deiseanna dóibh triail a bhaint as. Ba cheart go bhforbródh an scríbhneoireacht thar achar ama le daltaí ag toiseacht a thuigbheáil tábhacht na scríbhneoireachta mar mheán cumarsáide.

Is beag teagmháil a bhí ag bunús ár ndaltaí i mBunscoil Naomh Bríd leis an tumtheanga agus mar sin de ba cheart go dtabharfaí am agus tacaíocht atá de dhíth orthu lena gcumas sa teanga labhartha a fhorbairt mar ullmhúchán don scríbhneoireacht. B'fhéidir go roghnódh roinnt daltaí cuarsáid a dhéanamh i mBéarla ag an am seo agus ba cheart tacaíocht agus spreagadh a thabhairt dóibh ina gcumas le bheith ag cumadh trí cheadú dóibhinsint don mhúinteoir an méid atá siad ag iarraidh a scríobh. Agus iad ag cuidiú leis na daltaí a smaointe a chur in iúl in abairtí simplí, labhróidh na múinteoirí i nGaeilge agus intinní scríbhneoireachta na ndaltaí a athmhúnlú i nGaeilge. Agus páistí ag toiseacht a scríobh le cumas méadaithe, ba cheart cuidiú leo a smaointe a chur in iúl go soiléir ag úsáid a bhfoclóra méadaithe agus a gcuid eolais ar struchtúr abairte. Molfar do pháistí bheith ag scríobh le linn Súgartha agus i ngach Réimse Foghlama. Beidh deiseanna acu go rialta, mar rang iomlán, i ngrúpaí beaga agus go haonarach, scríbhneoireacht mhúnlaithe a fheiceáil agus agus páirt a ghlacadh sa chomhscríbhneoireacht. I gcomhthéacs na tumtheanga tá

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díth níos mó le scríbhneoireacht eiseamláirithe ná mar a bheadh i suíomh
aonteangach.

Key Stage 1 Eochairchéim 1

There is a high level of dependence on teacher input in writing in Irish, therefore our teachers will spend significant time on modelled writing and on support and intervention at individual, group and class level, throughout Key Stage 1.

Bíonn leibhéal ard tuilleamais ar an mhúinteoir sa scríbhneoireacht Gaeilge, mar sin de caithfidh ár múinteoirí achar suntasach ama ar an scríbhneoireacht eiseamláirithe agus ar thacaíocht agus idirghabháil ag leibhéal aonarach, grúpa agus ranga i rith eochairchéim 1.

Key Stage 2 Eochairchéim 2

It is recognised that the role of the teacher in the writing process continues to be interventionist in nature, providing constant guidance, frequent support and sustained encouragement to develop an emerging competence and confidence in this production skill. This highlights

Teaching of English

English is taught as a subject to all pupils from Rang 3 upwards.

Within Key stage 2 subjects may be taught at times in English as this develops their translanguaging skills and to ensure pupils have the terminology needed as they move on to their secondary education.

Teagasctar an Béarla mar ábhar gaelscoile ó Rang 3 ar aghaidh. Teagasctar ábhair eile ó am go chéile fríd mheán an Bhéarla ó Rang 4 ar aghaidh. Forbraítear scileanna trasteanga na bpáistí.

School Environment *An Timpeallacht Scoile*

We help the children acquire Irish by providing opportunities that nurture the use of Irish and promotes the Gaelic ethos of the school.

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Cuidimid leis na páistí Gaeilge a shealbhú trí sholáthar deiseanna a chothaíonn úsáid na Gaeilge agus a chuireann chun cinn sainmheon Gaelach na scoile.

- The Irish language choir which takes part in choir competitions and performs at Liturgies eg First Communion, assemblies and carol services. This helps to promote the Irish language in a very positive manner in the community.
- *Glacann an Cór Gaelach páirt i gcomórtais chóir agus i ndeasghnátha m.sh. Céad Chomaoineach, tionóil agus seibhís charúil. Cuidíonn sé seo le cur chun cinn na Gaeilge ar dhóigh an-dearfach sa phobal.*
- Sport - Hurling Camogie and Swimming which at times involve outside sporting competitions. Irish is always the language of communication between class teacher and pupils when they are outside the school at various events. This develops good practice among the children and helps to build up respect for the language outside of school. The GAA also has made resources available in Irish and these resources have given teachers the opportunity to use a wider range of language outside the classroom
- *Spórt - Iománaíocht, camógaíocht agus snámh agus comórtais spóirt san áireamh. Is í an Ghaeilge an meán cumarsáide idir an múinteoir agus na daltaí agus iad ag ócáidí éagsúla taobh amuigh den scoil. Cothaíonn sé seo dea-chleachtas i measc na bpáistí agus cuidíonn sé le meas a chothú ar an teanga taobh amuigh den scoil. Tá CLG i ndiaidh áiseanna a chur ar fáil i nGaeilge agus tá na háiseanna seo ag tabhairt deise do mhúinteoirí réimse is leithne teanga a úsáid taobh amuigh den seomra ranga.*
- Attending dramas both in and out of school
- *Freastal ar dhrámaí sa scoil agus taobh amuigh di.*
- Story telling sessions where the R6 / 7 pupils read a story to small groups of R1 / 2 children
- *Seisiúin scéalaíochta ina léann daltaí R6/7 scéal do ghrúpaí beaga páistí as R1/2*
- We also where possible try to have a number of people connected with music and the arts visit the school to carry out art and music activities with the children through the medium of Irish eg seán nós singer puppeteer.
- *Lena chois sin, tugaimid iarraidh daoine a bhfuil baint acu le ceol agus leis na healaíona a fháil isteach sa scoil le gníomhaíochtaí ealaíne agus ceoil a reáchtáil leis na páistí trí mheán na Gaeilge m.sh. amhránaí sean-nóis, puipéadóir.*

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- All classroom assistants are fluent Irish speakers
- *Tá Gaeilge líofa ag na cúntóirí ranga uile.*

- All signage within the unit is in Irish while all signage in the main school building and the school grounds is bilingual.

- *Is i nGaeilge atá an chomharthaíocht taobh istigh den aonad ach i bpríomhfhoirgneamh na scoile agus ar thailte na scoile is i nGaeilge agus i mBéarla atá na comharthaí.*