

# Attainment Targets and Level Descriptions for Irish (in Irish Speaking Schools)

# 1

KEY STAGE

Irish has three attainment targets which relate directly to the sections of the programme of study as follows:

- Listening, Understanding, Talking;
- Reading;
- Writing.

Level Descriptions  
IRISH (in Irish Speaking Schools)

## LISTENING, UNDERSTANDING, TALKING

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose.

### LEVEL 1

Pupils listen to the teacher and indicate an understanding of what is being said. While there may be a tendency to use English in their own speech, they also use words, phrases and complete sentences in Irish.

### LEVEL 2

Pupils show an ability to listen to others and participate in simple discussions. They describe events that have happened. They express their own opinions and feelings. In the formal context of the classroom, Irish predominates as the medium of communication.

### LEVEL 3

Pupils listen carefully to others. They participate in discussions asking relevant questions and responding to the ideas of others. Irish is used in spontaneous situations with their peers and is used consistently in the formal context of the class. Their competence in Irish demonstrates the development of increasing accuracy along with a greater variety in use of vocabulary, sentence patterns and verbs.

### LEVEL 4 (for comparison purposes only)

Children talk with confidence and express themselves clearly. Their ideas indicate a coherence and logic. In presenting their own ideas they can make some attempt at expressing and justifying their position and commenting on the contribution of others. They use a wider range of language and demonstrate a greater consolidation of language accuracy.

## READING

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning.

### LEVEL 1

Pupils indicate that they are developing an interest in and enjoyment of reading and they understand that pictures and print carry meaning. They recognise words and phrases that have relevance in the context of the classroom and can read a simple text based on them. They begin to recognise the names and sounds of letters.

### LEVEL 2

Pupils read simple texts and use basic strategies in attempting unfamiliar words. They demonstrate an awareness of the literal meaning of a text and begin to develop an understanding of inferential aspects of a text. They make simple predictions. They use their knowledge of the alphabet within a simple context.

### LEVEL 3

Pupils read familiar texts with consistent accuracy and begin to read with effect when reading aloud. They can make a simple summary and give an opinion on an event or character. With help, they can find a book which they require and locate relevant information.

### LEVEL 4 (for comparison purposes only)

Pupils read a range of material both fact and fiction. They summarise information confidently and with independence. They refer to both explicit and implicit meaning when discussing a text or article. There is a credible basis to their opinions and feelings. They can locate books and information with reasonable independence.

## WRITING

Pupils should develop the ability to make and shape text in order to communicate meaning in written language appropriate to the context, purpose, reader or audience.

### LEVEL 1

Pupils begin to write independently and with the help of the teacher begin to put shape and structure on simple ideas. They use simple sentences and words which arise from their reading experience. They demonstrate some control over the size and shape of letters.

### LEVEL 2

Children write independently, indicating, with help from the teacher, an ability to organise and structure their thoughts. They begin to spell the most basic high frequency words with accuracy. Handwriting is legible and they indicate an awareness of basic punctuation conventions.

### LEVEL 3

Pupils begin to use a variety of forms in their writing. There is a sense of coherence and logic in their work. They begin to extend their range of language. They spell high frequency words with reasonable accuracy. Handwriting is neat and legible and letters are consistent in size. They regularly demonstrate basic punctuation conventions.

### LEVEL 4 (for comparison purposes only)

The pupils use a variety of forms in writing based on a range of experiences. Writing shows confidence along with coherent structure and credible chronology in the events being described. They display a more extended range of language. Pupils are beginning to use basic drafting skills and spell high frequency words with consistent accuracy. They show that they are developing a clear consistent style of writing, joined or unjoined. Basic punctuation conventions are consistently in place and they show an awareness of the more complex punctuation conventions.