A stylized, layered landscape illustration. The foreground features rolling green hills in various shades of green, with a dark brown path or stream winding through them. On the left, there are stylized trees and bushes in green, purple, and orange. A small red bird is flying in the upper left. The background consists of light blue and white wavy bands representing the sky.

Using Aistear to teach English as an additional language

Jacinta Regan

What is Aistear?

- Aistear is Ireland's curriculum framework for children from birth to six years.
- Aistear uses four themes that connect and overlap with each other to outline children's learning and development. The themes are:

Well-being

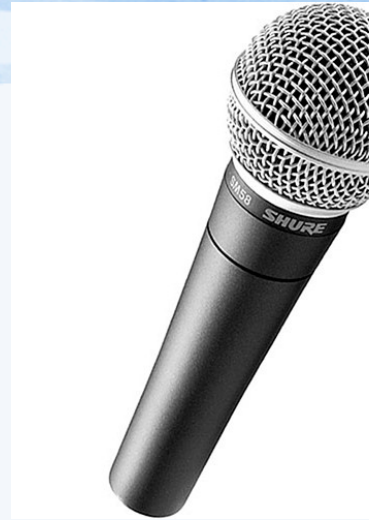
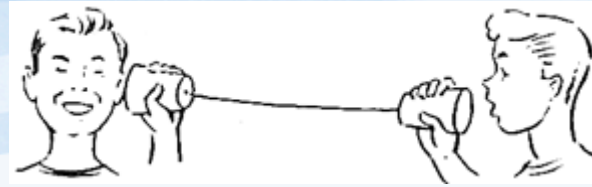
Identity and
Belonging

Communicating

Exploring and
Thinking

Communicating

- Communicating involves giving, receiving and making sense of information.
- Children do this by using nonverbal means of communication, talking, listening, thinking, and understanding.
- Certain objects encourage verbal communication during play.



The EAL Learner

“Children learn a language because of a need to communicate. There must be a reason for them to learn a foreign language.”

(Rosberg, 1995)

What can you do?

Create an authentic reason to communicate.

How can you do this?

Through
PLAY of
course!

STOP!



The Aistear Classroom

Child-led

Playful

Independent

Language
Rich

Fun



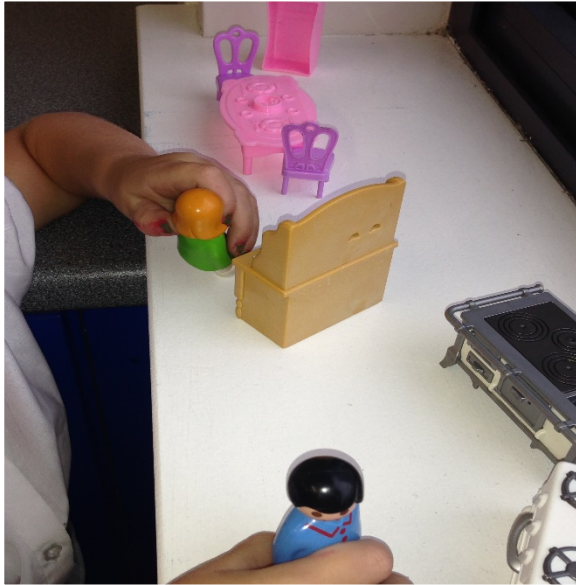
Organising the Classroom

Create a space that belongs to the children.

Create a space that enables communication.

6 Groups of 5 Pupils

The Play Areas



Small World



Malleable Play



Junk Art

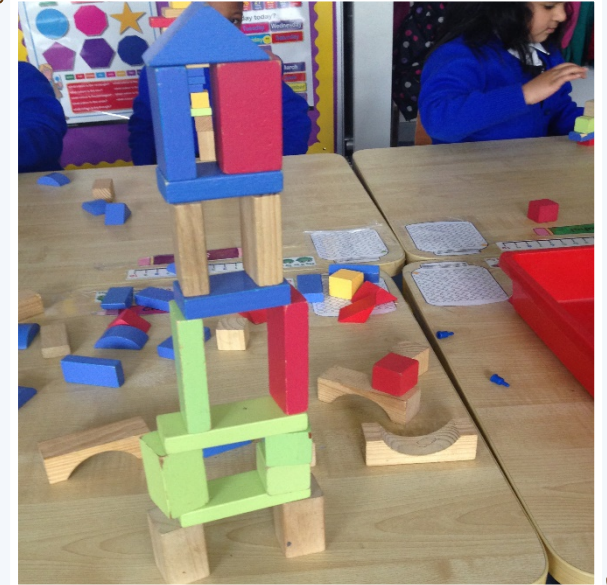
The Play Areas



Sand



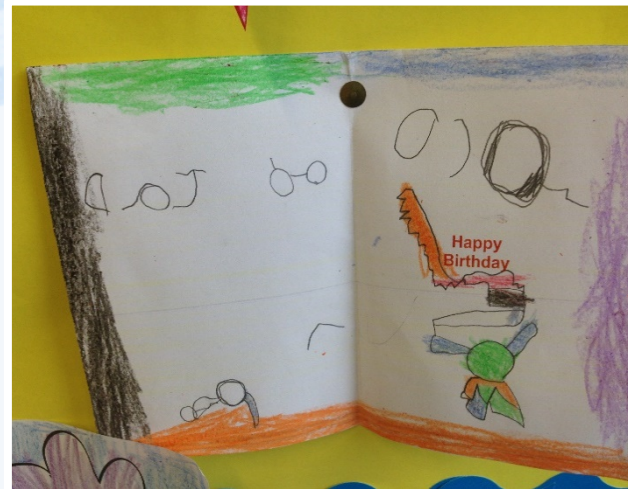
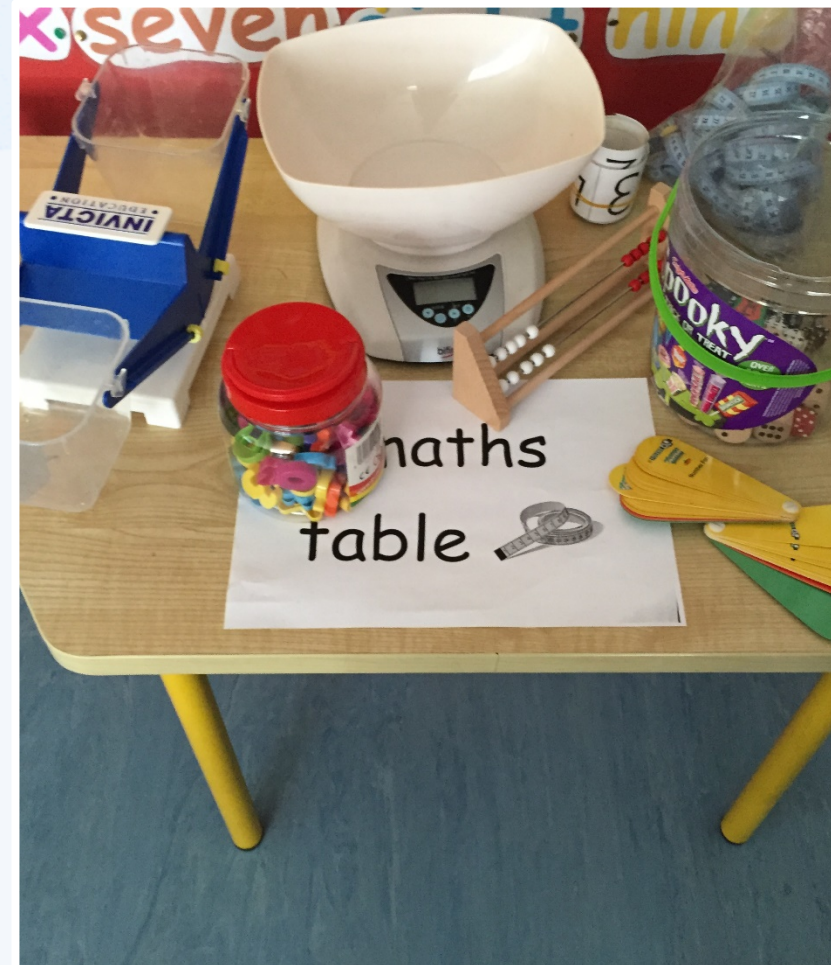
Water



Construction

The Literacy and Numeracy Areas

These areas remain in the classroom all year!



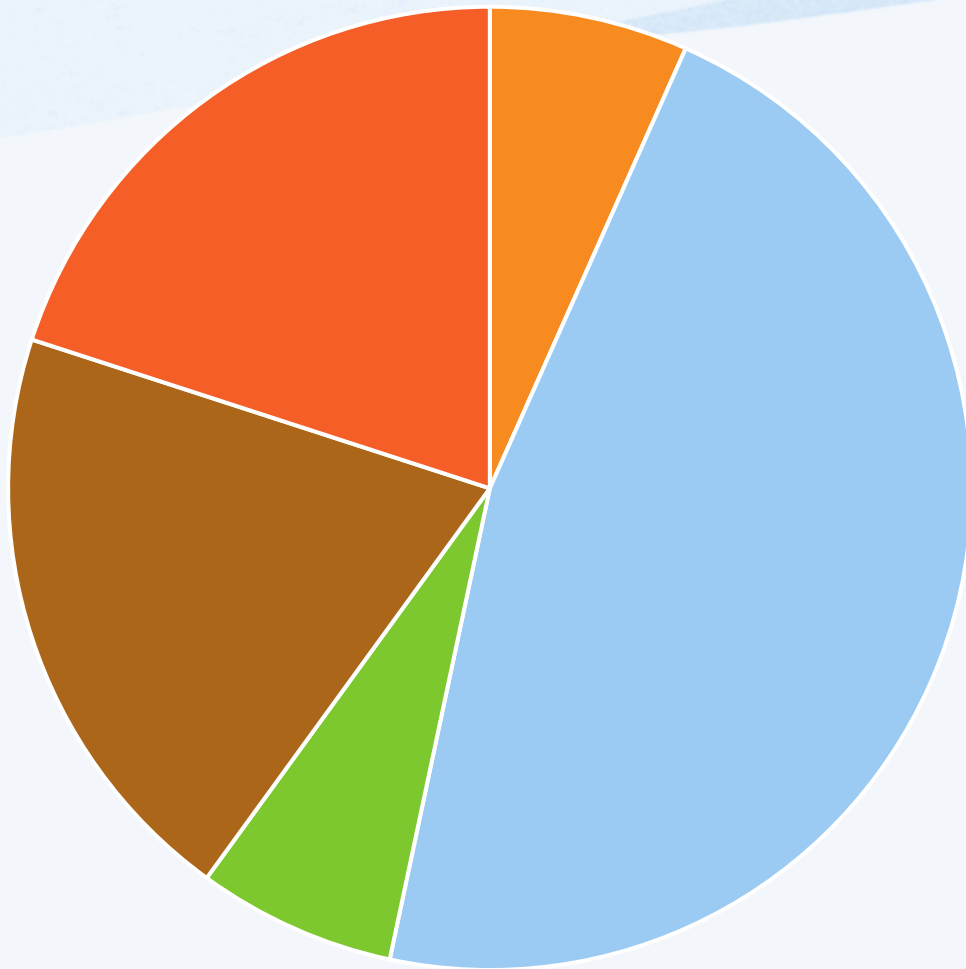


The Socio-Dramatic Area

The Language Station



Please do not
forget the great
outdoors!



The Aistear Session

- Planning
- Playtime
- Tidy Up
- Review
- Oral Language

The Oral Language Lesson

- Pre-teach the vocabulary needed for the play theme through discrete oral language lessons.
- Use books, poems, songs and videos, etc. to encourage the children to use the language while in role.






Planning For Play

- Using the play-rota assign each group to a play area.
- Allow each group five minutes to plan what they are going to do in their area.
- Planning copy

Name: _____

Date: _____

Who? 	Where? 	What? 

Playtime

- Children set up their own play area.
- Children play in their groups.
- Options for the teacher;
 - Teacher one based at the socio-dramatic area as 'teacher in role' eliciting and modelling language
 - Teacher two circulating around other groups



Tidy-Up

- Children tidy-up their play area independently.
- Ensure your classroom set up allows for this to happen.
- Encourage team work encourage communication.



The Review

- Ask the children to review their play.
- Who? Where? What?
- Open ended questions...
- Take pictures during the session, display on the IWB and discuss.
- An opportunity for EAL children to hear language modelled by their peers.
- Ask a question and then ask again...



How do I assess language acquisition?

- The planning copy
- SeeSaw Video and Audio Diary
- The scrapbook
- Teacher Observation
- PSAK – Link your themes to the Up and Away Themes



Parental Involvement

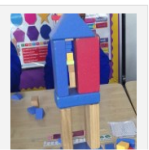
- presents / gifts
- older / younger

My House

We learned all about our houses. We designed our very own houses on graph paper.



We built houses with the wooden blocks.



gle Dri X February 2 Homework: X
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ols Table Add-ons Help Last edit was made on February 10 by Sarah Riordan

xt Calibri 20 B I U A

Junior Infants Homework – February 2

Thursday – Oral Language Homework

Aistear Topic: The Campsite

1. List three things you would bring with you when camping (Tent, sleeping bag, pillow, food, pots for cooking, etc.)
2. When do you think would be the best time of the year to go camping and why? (Summer, because the weather is better).
3. What animals would you see or hear while camping? (Birds, insects, spiders, etc.)



Create a play
blog

Oral Language
Homework

Request guest
speakers

Teacher Planning

Teacher: Ms J Regan		Date: January	Class Level: Junior Infants
Play Topic: The Dentist			Time Frame: 4 weeks
Discrete Oral Language:			Discrete Numeracy:
<ul style="list-style-type: none"> • Waiting room • Dental Nurse • Surgery • Injection • Shot • X-ray • Bone • Cut • Receptionist • Appointment • Mouth • Tongue • Teeth • Filling • Cavity • Drill • Mirror • Air • Water • Rinse • Mouthwash • Toothpaste • Toothbrush • Floss • Dental floss • Braces 	<ul style="list-style-type: none"> • Allergic • Germs • Pain • Sore • Tablet • Syringe 	Higher Order Vocabulary Targets: <ul style="list-style-type: none"> • Diet • Nutrition • Prescription • Accident • Medicine • Antibiotics • Tongue depressor • Infection • Enamel • Molar • Incisor • Tooth extraction • Hygienist 	Maths Activities; <ul style="list-style-type: none"> • Ordinal number – “you may see the dentist first” • Time – “How long have you had this sore tooth?” • Make a set amount of items in the malleable area • Making injections and mouthwash- capacity • Sequence the story/ poem • Make sets of objects • Match objects to sets • 3D shape language in construction and junk art area • Writing the numbers • Graphing constructions • Money – identify 1c 2c and 5c coins when paying the dentist • Measures – weight, height, size
			Maths Skills: <ul style="list-style-type: none"> • Applying and problem solving • Communicating and expressing • Integrating and connecting • Reasoning • Implementing • Understanding and recalling
			Literacy Activities: <ul style="list-style-type: none"> • Writing Recount – going to the dentist • Writing about what is wrong with yourself • Writing prescriptions • Writing names for appointments • Plan, Do Review – Planning and reviewing play in play copies • Reading and recognising words in the socio dramatic area • Discrete oral language lesson based on the story/ book/ video
			Phonological Awareness Focus: <ul style="list-style-type: none"> • Sentence Segmentation • Syllables • Onset- Rime • Rhyme/ alliteration • Isolation • Blending • Word Segmentation (CVC)

Discrete Language Structures:

- I would like to make an appointment.
- Take a seat in the waiting room.
- Next please.
- What seems to be the problem?
- Can I help you?
- Hello, the dentist's surgery, how may I help you?
- I am not feeling very well.
- I have a sore tooth.

Breakdown of the Aistear Session

- Discrete Oral Language Lesson based on the Story / Video (15 minutes)
- Planning session in groups (using the planning copy) (5 minutes)
- Play session (30 minutes)
- Tidy Up
- Review Session (where possible display photos from the session on the IWB) (5-10 minutes)

Literacy Resources for Discrete Oral Language Lessons:

- Story – Dentist, The Tooth Book, Queen Anneena's Feast
- Poem/ Rhyme –
- Video –
 - Peppa Pig goes to the Dentist <https://www.youtube.com/watch?v=ZpR67g2I458>
 - Topsy and Tim go to the Dentist <https://www.youtube.com/watch?v=HK46SXoDkC4>
 - Going to the dentist (An educational video) <https://www.youtube.com/watch?v=pqU56Asc9hQ>

Play Area	Key Resources	Curriculum Integration
Water/ Sand	Capacity Containers, water, small people, fake teeth and tooth brushes	<ul style="list-style-type: none"> • Maths – Measures – Capacity • English Oral Language • Science – Living Things • Science – The Senses • SPHE – Taking care of myself
Construction Area	Blocks/ Lego	<ul style="list-style-type: none"> • Maths – 3D shape, Spatial Awareness, 2D shape, patterns, measures – tall, small, short, wide, thin, long, counting (introduce measuring tapes) • English oral language • Writing – Graphing plans
Clay Art Area	Recyclable goods from recreate	<ul style="list-style-type: none"> • Visual Art – Construction • Maths – 2D and 3D shape • English Oral Language • Science – Myself
Small World Area	Background paper design Small World stages Play House Small world characters	<ul style="list-style-type: none"> • English Oral Language • Visual Art – Drawing, construction • Maths – number, matching, classifying • History – Story – Stories

	Dentist Diorama	<ul style="list-style-type: none"> • Science – Living Things • Geography – People in the local community
<i>Socio Dramatic Area (support teacher will be based here to illicit oral language taught in the discrete lesson)</i>	Dentist's surgery	<ul style="list-style-type: none"> • English Oral Language – practicing using vocab from the discrete oral language lesson • Maths – classifying, ordering • History – Story – Stories • Science – Living things • Geography – People in my community – the dentist • Science – The senses • SPHE – Taking care of myself
Malleable Area	Making teeth	<ul style="list-style-type: none"> • Writing – Fine Motor Skills • Visual Art – Clay, Construction • English Oral Language
Mark Making Area / cutting	Drawing dentist scenarios, recounting going to the dentists surgery, drawing what is healthy and unhealthy	<ul style="list-style-type: none"> • English Writing • English Oral Language















Teacher Reflection:

The New Primary Language Curriculum

Learning Outcomes

Oral Language

NCCA Home » Primary » Curriculum Areas » Language New: Junior infants-2nd class » Learning Outcomes

Communicating		
Learning Outcome number and label	Stage 1: Junior and senior infants (Progression Milestones a-e) Through appropriately playful learning experiences, children should be able to*	Stage 2: First and second classes (Progression Milestones d-h) Children should be able to*
1. Engagement, listening and attention 	<p>..... and actively listen for enjoyment and for a particular purpose.</p>    	
2. and 3. Social conventions and awareness of others 	<p>Recognise that language style changes with different relationships and audiences and show understanding of the listener's needs while initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding non-verbally and verbally.</p>    	<p>Use social conventions of language appropriately in order to initiate, sustain and engage readily in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience .</p>    

Oral Language Learning Outcomes

- Show interest in, demonstrate **joint attention** and actively listen for **enjoyment** and for a **particular purpose**.
- Use language with confidence to **work collaboratively** with others and share the Learning Outcomes with familiar and unfamiliar audiences.
- Use **coherent sentences of increasing complexity** with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately.
- Use different strategies such as a **speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions** to acquire and show understanding of new words.
- Use **sophisticated oral vocabulary and phrases** including the language of **text, topic and subject-specific language**, and express and use decontextualized language.

Why Aistear?

Real and
meaningful
interactions

High interest
levels

Language in
context

Allows for
differentiation