

Cuntas Míósúil Generator – SET Example

This document shows how brief, teacher-written notes are transformed into a clear, professional, inspection-ready Cuntas Míósúil using the TeachersTech Cuntas Míósúil Generator.

For this SET example, one cuntas míósúil was generated but encompassed a wide range of work and classes an SET teacher may encounter. The Cuntas Míósúil Generator can cater for all work and situations, these examples are a snapshot.

Examples included in this document:

- [1st Class Phonics Group](#) – [English](#) / [Gaeilge](#)
- [2nd Class Literacy Group](#) – [English](#) / [Gaeilge](#)
- [6th Class Reading Individual](#) – [English](#) / [Gaeilge](#)
- [5th Class Spelling Individual](#) – [English](#) / [Gaeilge](#)
- [4th Class Numeracy Individual](#) – [English](#) / [Gaeilge](#)
- [1st Class Numeracy Group](#) – [English](#) / [Gaeilge](#)
- [Senior Infants Social Group](#) – [English](#) / [Gaeilge](#)
- [5th Class Regulation Group](#) – [English](#) / [Gaeilge](#)
- [3rd Class Regulation Combination](#) – [English](#) / [Gaeilge](#)
- [Junior Infants Communication Combination](#) – [English](#) / [Gaeilge](#)
- [4th Class Attention and Executive Function](#) – [English](#) / [Gaeilge](#)
- [Junior Infants Fine Motor Individual](#) – [English](#) / [Gaeilge](#)
- [Senior Infants Motor Group](#) – [English](#) / [Gaeilge](#)

Notes:

- All outputs shown were generated on 08/02/2026
- Each purchase includes a fully editable cuntas míósúil template
- A Gaeilge output option is available, suitable for teachers in Gaelscoileanna
- Teachers remain the author of their cuntas míósúil and are responsible for reviewing and finalising all content in line with their professional judgement
- Due to the nature of SET work, many teachers generate one cuntas míósúil and then make edits over the next few months before needing to generate another one again
- All generated documents are fully editable and delivered as a Google Doc or Microsoft Word document
- Documents are typically delivered within approximately 30 minutes of submission, Gaeilge versions take slightly longer

Learn more: teacherstech.ie/cuntas-miosuil-set

Teacher Input: 1st Class Phonics Group

Child/Group Identifier: 1st Class Phonics Group

Class Level: First Class

Support Model: Withdrawal, small group

Frequency & Duration: 4 × 20 minutes weekly

Priority Learning Areas: Phonological awareness, blending, segmenting, letter-sound correspondence

Learning Experiences / Interventions Used: Phonological Awareness Training Programme (PATP), segmenting and blending CVC and CVCC words, high-frequency word recognition from Dolch list, decodable readers for application

New Learning Observed This Month: All three pupils are now blending CVC words independently and are beginning to apply this to CVCC words with support. Automatic recall of taught grapheme-phoneme correspondences has improved significantly. Two pupils are now self-correcting decoding errors when reading decodable texts.

Personal Reflection: The structured PATP approach is supporting systematic progress. Next month will introduce consonant blends while continuing to consolidate high-frequency word recognition. Group composition remains appropriate.

Output (English): 1st Class Phonics Group

Child/Group Identifier: 1st Class Phonics Group

Class Level: First Class

Support Model: Withdrawal, small group

Frequency & Duration: 4 x 20 minutes

Priority Learning Areas: Phonological awareness, blending, segmenting, letter-sound correspondence were prioritised to develop the foundational decoding skills required for independent reading and to address observed gaps in automatic grapheme–phoneme recall within this small group.

Learning Experiences / Interventions Used: Phonological Awareness Training Programme (PATP) was delivered alongside targeted segmenting and blending of CVC and CVCC words, high-frequency word recognition from the Dolch list, and practice reading decodable readers to apply skills in connected text.

New Learning Observed This Month: Evidence of progress is seen in all three pupils independently blending CVC words and beginning to apply blending skills to CVCC words with support; automatic recall of taught grapheme–phoneme correspondences has improved significantly and two pupils are self-correcting decoding errors when reading decodable texts.

Curriculum Mapping:

- Primary Language Curriculum – Reading – Phonological awareness and phonics (Progression Steps e–f)
- Primary Language Curriculum – Reading – Fluency
- Primary Language Curriculum – Reading – Comprehension

Professional Reflection: The structured PATP approach is supporting systematic progress, as shown by increased automaticity in grapheme–phoneme correspondences and emerging self-correction during decoding. Based on the learning observed this month, introducing consonant blends next month while continuing consolidation of high-frequency words is the appropriate next step to extend decoding into more complex word forms. Group composition will be maintained to allow continued focused instruction and monitoring.

Output (Gaeilge): 1st Class Phonics Group

Aitheantas Linbh/Grúpa: Grúpa Fónaice Rang 1

Leibhéal Ranga: Rang 1

Modh Tacaíochta: Aistarraingt, Grúpa Beag

Minicíocht agus Fad: 4 × 20 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Díriodh ar fhéinmhuinín i bhfoghlaim litearthachta trí fheasacht fhonafóin, meascadh agus deighliú fuaimeanna, agus ar an gcomhghaol litreach–fhuaimne mar bhunús don léitheoireacht neamhspleách.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Cuireadh Phonological Awareness Training Programme (PATP) i bhfeidhm go struchtúrtha, le cleachtaí dírithe ar deighliú agus meascadh focail CVC agus CVCC, cleachtaí chun focail mhíní a aithint ó liosta Dolch agus úsáid leabhar díchódála chun cur i bhfeidhm na scileanna a cheangal le léamh fíor.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá fianaise ar dhul chun cinn soiléir: tá na trí pháiste ag meascadh focail CVC go neamhspleách agus ag tosú ag cur an taithí seo i bhfeidhm ar fhocail CVCC le tacaíocht; tá cuimhne uathoibríoch ar chomhghaolta grafem–fhuaimne feabhsaithe go suntasach agus tá beirt den ghrúpa ag ceartú botúin díchódaithe leo féin agus iad ag léamh na n-ábhar díchódála.

Mapáil Churaclaim:

- Curaclam Teanga na Bunscoile – Léitheoireacht – Líofacht
- Curaclam Teanga na Bunscoile – Léitheoireacht – Feasacht Fhóineolaíoch agus Fónaic (Céimeanna Dul Chun Cinn e–f)
- Curaclam Teanga na Bunscoile – Scríbhneoireacht

Machnamh Gairmiúil: Tá cur chuige struchtúrtha an PATP ag tacú le dul chun cinn córasach sa ghrúpa agus léiríonn an dul chun cinn sa mheascadh agus sa chuimhne ar chomhghaolta grafem–fhuaimne go bhfuil an oiliúint éifeachtach. Léiríonn an fianaise ar cheartú botún neamhspleách go bhfuil an t-iompar léitheoireachta ag dul i dtreo níos fearr; mar chéim eile beidh comhlachtaí consain curtha isteach an mhí seo chugainn, agus leanfar ag daingniú an aithint focail ard-minicíochta.

Teacher Input: 2nd Class Literacy Group

Child/Group Identifier: 2nd Class Literacy Group

Class Level: Second Class

Support Model: Withdrawal, small group

Frequency & Duration: 3 × 30 minutes weekly

Priority Learning Areas: Reading accuracy, fluency, spelling patterns, comprehension

Learning Experiences / Interventions Used: Structured literacy activities focusing on decoding accuracy, sight vocabulary consolidation, and sentence-level reading. Shared reading and guided practice supported comprehension and fluency development. Explicit teaching of spelling patterns alongside reading.

New Learning Observed This Month: Pupils are reading with increased confidence and accuracy. Decoding strategies are being applied more independently, with less reliance on adult prompting. Improved engagement and willingness to attempt unfamiliar words were observed across all group members. Spelling of taught patterns is more consistent.

Personal Reflection: Progress suggests the current group structure remains appropriate. Fluency and comprehension will continue to be prioritised. Will begin to introduce slightly longer texts to build stamina.

Output (English): 2nd Class Literacy Group

Child/Group Identifier: 2nd Class Literacy Group

Class Level: Second Class

Support Model: Withdrawal, small group

Frequency & Duration: 3 x 30 minutes weekly

Priority Learning Areas: Reading accuracy, fluency, spelling patterns and comprehension were prioritised to strengthen independent reading and spelling transfer, responding to pupils' need for greater decoding independence and stamina when engaging with classroom texts.

Learning Experiences / Interventions Used: Structured literacy activities targeted decoding accuracy and sight vocabulary consolidation, with shared reading and guided practice to support comprehension and fluency, and explicit teaching of spelling patterns integrated alongside reading tasks.

New Learning Observed This Month: Pupils are reading with increased confidence and accuracy, applying decoding strategies more independently with reduced adult prompting; engagement with unfamiliar words has improved and spelling of taught patterns is now more consistent across the group.

Curriculum Mapping:

- Primary Language Curriculum – Reading – Fluency (Progression Steps g–h)
- Primary Language Curriculum – Reading – Phonological awareness and phonics (Progression Steps g–h)
- Primary Language Curriculum – Writing – Conventions of print

Professional Reflection: Evidence from this month indicates the current structured approach is enhancing both decoding independence and spelling retention, contributing to increased reading confidence. Continued prioritisation of fluency and comprehension is appropriate, and beginning to introduce slightly longer texts will build reading stamina while allowing ongoing consolidation of spelling patterns.

Output (Gaeilge): 2nd Class Literacy Group

Aitheantas Linbh/Grúpa: Grúpa Litearthachta Rang 2

Leibhéal Ranga: Rang 2

Modh Tacaíochta: Aistarraingt, Grúpa Beag

Minicíocht agus Fad: 3 × 30 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Bunréimsí an fhócas: cruinneas léitheoireachta, sreafa léitheoireachta, patrúin litrithe agus tuiscint téacs, mar riachtanais don pháiste chun saothar léitheoireachta agus scríbhneoireachta níos casta a bhaint amach.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Rinneadh gníomhaíochtaí litearthachta struchtúrtha a bhí dírithe ar neamhspleáchas sa díchódú, daingniú fhoclóra amhairc, agus léamh ar leibhéal abairtí; úsáidtear léamh roinnte agus cleachtas treoraithe chun tuiscint agus sreabhadh a fhorbairt agus múineadh soiléir ar phatrúin litrithe in éineacht le léamh.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá na páistí ag léamh le muinín agus le cruinneas méadaithe; tá straitéisí díchódaithe á n-úsáid níos neamhspleáiche, le spleáchas laghdaithe ar spreagadhí foirne, agus tá níos mó rannpháirtíochta agus toilteanais chun focail anaithnide a thriail le feiceáil i ngach ball den ghrúpa; tá litriú na bpatrún múinte níos comhsheasmhaí.

Mapáil Churaclaim:

- Curaclam Teanga na Bunscoile – Léitheoireacht – Líofacht
- Curaclam Teanga na Bunscoile – Léitheoireacht – Tuiscint
- Curaclam Teanga na Bunscoile – Scríbhneoireacht – Gnásanna Cló

Machnamh Gairmiúil: Taispeánann an dul chun cinn atá le feiceáil go bhfuil an struchtúr grúpa reatha oiriúnach agus ag tacú le feabhas i gcruinneas agus i muinín léitheoireachta. Tá sé soiléir go mbeidh fócas leanúnach ar sreabhadh agus tuiscint agus go gcaithfear téacsanna beagán níos faide a chur isteach go céimnithe chun foireann léitheoireachta agus stámina scríbhneoireachta a thógáil.

Teacher Input: 6th Class Reading

Child/Group Identifier: RC

Class Level: Sixth Class

Support Model: Withdrawal, individual sessions

Frequency & Duration: 2 × 25 minutes weekly

Priority Learning Areas: Reading comprehension, inference, vocabulary in context

Learning Experiences / Interventions Used: Explicit comprehension strategy instruction focusing on prediction, clarifying, and inference. Vocabulary pre-teaching for class texts. Graphic organisers used to support inference and main idea identification. Discussion-based responses before written tasks.

New Learning Observed This Month: The pupil is now identifying key information more consistently and locating evidence in text to support answers. Basic inferences are being made with prompting, though this remains an area for development. Vocabulary retention is stronger when words are encountered in context across sessions. Written responses to comprehension questions are becoming more detailed and better structured.

Personal Reflection: Targeted comprehension work is supporting access to class texts. Will continue to build inference skills explicitly and encourage transfer to independent reading. Liaison with class teacher ongoing to ensure consistency.

Output (English): 6th Class Reading

Child/Group Identifier: RC

Class Level: Sixth Class

Support Model: Withdrawal, individual

Frequency & Duration: 2 × 25 minutes weekly

Priority Learning Areas: Reading comprehension, inference and vocabulary in context were prioritised to improve the pupil's access to whole-class texts and to develop the higher-order skills needed for secondary-level reading tasks.

Learning Experiences / Interventions Used: Instruction focused on prediction, clarifying and inference with vocabulary pre-teaching for class texts, use of graphic organisers to support inference and main idea identification, and discussion-based responses prior to written tasks to scaffold oral-to-written transfer.

New Learning Observed This Month: The pupil is identifying key information more consistently and locating textual evidence to support answers; basic inferences are emerging with prompting and vocabulary retention improves when words are encountered across sessions, with written comprehension responses becoming more detailed and better structured.

Curriculum Mapping:

- Primary Language Curriculum – Reading – Comprehension
- Primary Language Curriculum – Oral Language – Vocabulary
- Primary Language Curriculum – Writing – Creating and composing

Professional Reflection: The targeted comprehension work has supported the pupil's access to class texts and is resulting in more structured written responses and better use of evidence. Based on the learning observed this month, explicit continued work on inference and planned transfer opportunities into independent reading and class activities will be prioritised, with ongoing liaison with the class teacher to ensure consistency.

Output (Gaeilge): 6th Class Reading

Aitheantas Linbh/Grúpa: RC

Leibhéal Ranga: Rang 6

Modh Tacaíochta: Aistarraingt, seisiúin aonair

Minicíocht agus Fad: 2 × 25 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Feabhsú ar thuiscint léitheoireachta, ar chumas ionfheisteoireachta (inference) agus ar fhoclóir a thuiscint agus a úsáid i gcomhthéacsanna téacsacha.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Múineadh straitéis soiléir ar thuiscint téacsanna ag díriú ar thuar, ar shoiléiriú agus ar ionfheisteoireacht, le réamh-mhúineadh foclóra do théacsanna ranga; úsáidtear eagraithe grafacha chun tacú le hionfheisteoireacht agus le haitheantas an phríomhsmaoineamh agus cuireadh plé mar bhunús roimh thascanna scríofa.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá an dalta ag aithint eolais chinnte níos comhsheasmhaí agus ag aimsiú fianaise sa téacs chun freagraí a thacú; tá ionfheisteoireacht bhunúsach á déanamh le spreagadh, cé go bhfuil sé fós le forbairt; tá coinneáil fhoclóra níos láidre nuair a chloistear na focail i gcomhthéacsanna thar sheisiúin agus tá na freagraí scríofa ar cheisteanna tuisceana ag éirí níos mionsonraithe agus níos struchtúrtha.

Mapáil Churaclaim:

- Curaclam Teanga na Bunscoile – Léitheoireacht – Tuiscint
- Curaclam Teanga na Bunscoile – Teanga ó Bhéal – Stór Focal

Machnamh Gairmiúil: Tá an obair shonrach ar thuiscint ag cur le rochtain an dalta ar théacsanna ranga agus tá feabhas infheicthe ar an gcumas eolais chinnte a aimsiú agus a úsáid. Leanfaidh mé ag tógáil scileanna ionfheisteoireachta go soiléir agus ag cur chun cinn an tarchuir go léamh neamhspleách trí chleachtais agus comhoibriú leanúnach leis an múinteoir ranga chun comhsheasmhacht a chinntiú.

Teacher Input: 5th Class Spelling

Child/Group Identifier: SP

Class Level: Fifth Class

Support Model: Withdrawal, individual sessions

Frequency & Duration: 3 × 20 minutes weekly

Priority Learning Areas: Spelling accuracy, spelling patterns, proofreading, transfer to writing

Learning Experiences / Interventions Used: Toe by Toe programme for structured spelling, pattern-based spelling instruction, look-cover-write-check, dictation activities, application in short writing tasks

New Learning Observed This Month: The pupil is now applying taught spelling patterns more consistently in independent writing. Error rate in common high-frequency words has reduced noticeably. Proofreading skills are developing — the pupil is beginning to identify and correct own errors with prompting before submitting work.

Personal Reflection: The structured Toe by Toe approach is supporting retention and building confidence. Will continue to reinforce transfer to classroom writing and build proofreading independence. Class teacher supporting by highlighting spelling targets in class.

Output (English): 5th Class Spelling

Child/Group Identifier: SP

Class Level: Fifth Class

Support Model: Withdrawal, individual sessions

Frequency & Duration: 3 x 20 minutes weekly

Priority Learning Areas: Spelling accuracy, pattern-based spelling, proofreading and transfer to writing were prioritised to reduce error rates in classroom writing and to improve the pupil's independent editing skills.

Learning Experiences / Interventions Used: Toe by Toe programme was used for structured spelling alongside pattern-based spelling instruction, look-cover-write-check, dictation activities and application of taught patterns in short writing tasks to promote transfer.

New Learning Observed This Month: The pupil is applying taught spelling patterns more consistently in independent writing, has a noticeable reduction in errors in common high-frequency words, and is beginning to identify and correct own errors with prompting during proofreading tasks.

Curriculum Mapping:

- Primary Language Curriculum – Writing – Conventions of print
- Primary Language Curriculum – Writing – Creating and composing

Professional Reflection: The structured Toe by Toe approach is supporting retention and increasing the pupil's confidence, as evidenced by reduced error rates and emerging proofreading skills. The next step is to continue reinforcing transfer to classroom writing and to build proofreading independence through regular application opportunities, with the class teacher supporting by highlighting spelling targets in class.

Output (Gaeilge): 5th Class Spelling

Aitheantas Linbh/Grúpa: SP

Leibhéal Ranga: Rang 5

Modh Tacaíochta: Aistarraingt, seisiúin aonair

Minicíocht agus Fad: 3 × 20 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Cruinneas litrithe, patrúin litrithe, scileanna iniúchta (proofreading) agus aistriú na litrithe go scríbhneoireacht neamhspleách.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Cuireadh clár struchtúrtha Toe by Toe i bhfeidhm le teagasc patrún-bhunaithe ar litriú, cleachtaí “look–cover–write–check”, gníomhaíochtaí dictation agus cur i bhfeidhm i dtascanna scríofa gearra chun sealbhú agus aistriú a thacú.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá an dalta ag cur patrúin litrithe múinte i bhfeidhm níos comhsheasmhaí i scríbhneoireacht neamhspleách; tá an ráta earráidí i bhfocail ard-minicíochta laghdaithe go suntasach agus tá scileanna féinrialaithe ag forbairt—tosaíonn an dalta ag aithint agus ag ceartú a chuid earráidí le tacaíocht roimh an obair a sheoladh isteach.

Mapáil Churaclaim:

- Curaclam Teanga na Bunscoile – Scríbhneoireacht – Gnásanna Cló
- Curaclam Teanga na Bunscoile – Scríbhneoireacht – Cruthú agus Cumadóireacht

Machnamh Gairmiúil: Tá cur chuige struchtúrtha Toe by Toe ag tacú le cuimsiú agus muinín agus tá sé soiléir ó laghdú earráidí agus ó fheabhas ar aistriú go scríbhneoireacht go bhfuil an curaclam ag oibriú go héifeachtach. Leanfaidh mé ag daingniú an aistriú chuig obair ranga agus ag cur béime ar neamhspleáchas sa chríochnú agus sa chruthú, le tacaíocht leanúnach ón múinteoir ranga maidir le spriocanna litrithe a shoiléiriú.

Teacher Input: 4th Class Numeracy

Child/Group Identifier: NM

Class Level: Fourth Class

Support Model: In-class support

Frequency & Duration: 2 × 40 minutes weekly

Priority Learning Areas: Number sense, place value, problem-solving, mathematical language and confidence

Learning Experiences / Interventions Used: In-class support during maths lessons focusing on reinforcing concepts through targeted questioning, modelling strategies, and supporting pupils during independent and paired tasks. Concrete materials used to support place value understanding. Emphasis on explaining thinking and using appropriate mathematical language.

New Learning Observed This Month: Pupils are demonstrating improved understanding of place value concepts and can now represent numbers to 1,000 using concrete materials with confidence. Increased willingness to attempt problem-solving tasks and explain reasoning was observed. Greater independence during written work with less need for adult prompting.

Personal Reflection: In-class support continues to be effective in promoting inclusion, access, and confidence. Targeted questioning will remain a key strategy. Will liaise with class teacher about upcoming fractions unit to prepare appropriate scaffolding.

Output (English): 4th Class Numeracy

Child/Group Identifier: NM

Class Level: Fourth Class

Support Model: In-class support

Frequency & Duration: 2 x 40 minutes

Priority Learning Areas: Number sense, place value, problem-solving, mathematical language and confidence were prioritised to strengthen foundational numeracy and the pupil's ability to explain reasoning during class maths tasks.

Learning Experiences / Interventions Used: In-class support during maths lessons focused on reinforcing concepts through targeted questioning, modelling strategies, supporting independent and paired tasks, and using concrete materials to support place value understanding while emphasising explanation of thinking and mathematical language.

New Learning Observed This Month: Pupils are demonstrating improved understanding of place value and can represent numbers to 1,000 using concrete materials with confidence; there is increased willingness to attempt problem-solving and explain reasoning, and greater independence during written work with less adult prompting.

Curriculum Mapping: - Primary Mathematics Curriculum – Number

Professional Reflection: The in-class support model continues to promote inclusion, access and confidence, evidenced by improved place value understanding and greater independence in problem-solving. Targeted questioning will remain central to provision, and liaison with the class teacher about the upcoming fractions unit will ensure appropriate scaffolding is planned.

Output (Gaeilge): 4th Class Numeracy

Aitheantas Linbh/Grúpa: NM

Leibhéal Ranga: Rang 4

Modh Tacaíochta: Tacaíocht sa Rang

Minicíocht agus Fad: 2 × 40 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Forbairt ar intinn uimhriúil, luach áit, réiteach fadhbanna agus teanga mhatamaiticiúil le haghaidh muiníne sa mhata.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Tugadh tacaíocht sa rang matamaitice trí cheisteanna dírithe, samhailú straitéisí agus tacaíocht le linn tascanna neamhspleácha agus péirí; úsáideadh ábhair choincréite chun tuiscint ar luach áit a neartú agus cuireadh béim ar mhíniú an mheasamh agus ar úsáid teanga mhatamaiticiúil chuí.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá na páistí ag léiriú tuiscint fheabhsaithe ar cheachtanna luach áit agus anois is féidir leo uimhreacha a chur in iúl suas go 1,000 ag úsáid ábhair choincréite le muinín; léirítear dúil mhéadaithe tabhairt faoi fhadhbanna agus míniú a dhéanamh ar réasúnaíocht agus tá níos mó neamhspleáchais le feiceáil le linn oibre scríofa le spleáchas laghdaithe ar spreagadh ó dhuine fásta.

Mapáil Churaclaim:

- Curaclam Matamaitice na Bunscoile – Uimhir

Machnamh Gairmiúil: Tá an tacaíocht ranga dírithe ar luach áit agus ar mhodhanna réitigh fadhbanna soiléir ag tabhairt toradh: tá tuiscint agus muinín ag an ngrúpa maidir le huimhreacha suas go 1,000 agus tá siad ag míniú a gcuid smaointe go hoscailte. Leanfaidh mé ag tacú le míniú straitéiseach agus ag cur deis ar fáil do pháistí feidhmiú neamhspleách i réiteach fadhbanna chun an t-iompar seo a chobhsú.

Teacher Input: 1st Class Numeracy

Child/Group Identifier: 1st Class Number Group

Class Level: First Class

Support Model: Withdrawal, small group

Frequency & Duration: 3 × 20 minutes weekly

Priority Learning Areas: Number sense, counting, numeral recognition, early addition

Learning Experiences / Interventions Used: Maths Recovery activities, Numicon for visual number representation, structured counting activities, number formation practice, early addition using concrete materials

New Learning Observed This Month: All pupils can now count reliably to 20 and are beginning to count on from a given number. Numeral recognition to 10 is now automatic for all group members. Two pupils are making good progress with early addition using Numicon shapes to support understanding of combining. Number formation has improved with fewer reversals.

Personal Reflection: If you leave the personal reflection section blank, it will automatically generate some text based on the information given above. Check out what was generated when this section was left blank below.

Output (English): 1st Class Numeracy

Child/Group Identifier: 1st Class Numeracy Group

Class Level: First Class

Support Model: Withdrawal, small group

Frequency & Duration: 3 × 20 minutes weekly

Priority Learning Areas: Number sense, counting, numeral recognition and early addition were prioritised to build secure early numeracy foundations and to support conceptual understanding that underpins formal calculation strategies.

Learning Experiences / Interventions Used: Maths Recovery activities were used alongside Numicon for visual number representation, structured counting activities, number formation practice and early addition using concrete materials to develop conceptual and procedural understanding.

New Learning Observed This Month: All pupils can now count reliably to 20 and are beginning to count on from a given number; numeral recognition to 10 is automatic for all group members, two pupils are making good progress with early addition using Numicon to support combining, and number formation has improved with fewer reversals.

Curriculum Mapping: - Primary Mathematics Curriculum – Number

Professional Reflection: Based on the learning observed this month, the targeted Maths Recovery activities and concrete representation with Numicon are strengthening foundational number sense and early addition skills. Continued use of visual materials and structured counting will support consolidation and progression to more formal addition strategies.

Output (Gaeilge): 1st Class Numeracy

Aitheantas Linbh/Grúpa: Grúpa Uimhreach Rang 1

Leibhéal Ranga: Rang 1

Modh Tacaíochta: Aistarraingt, Grúpa Beag

Minicíocht agus Fad: 3 × 20 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Forbairt intinne uimhriúil tosaigh, comhaireamh, aithint uimhreacha agus breisithe tosaigh.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Cuireadh gníomhaíochtaí Maths Recovery i bhfeidhm, úsáid Numicon le haghaidh léiriú radhairc ar uimhreacha, cleachtaí comhaireamh struchtúrtha, cleachtadh foirmeála uimhreacha agus breisithe tosaigh ag baint úsáide as ábhair choincréite.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá gach páiste anois in ann comhaireamh go muiníneach suas go 20 agus tá siad ag tosú ag comhaireamh ó uimhir tugtha; tá aithint uimhreacha suas go 10 uathoibríoch do gach ball den ghrúpa agus tá beirt pháistí ag dul i dtailí go maith ar bhreisithe tosaigh ag úsáid cruthanna Numicon chun tuiscint a thaispeáint; tá feabhas ar fhoirmiú uimhreacha le níos lú aistrithe.

Mapáil Churaclaim:

- Curaclam Matamaitice na Bunscoile – Uimhir

Machnamh Gairmiúil: Bunaithe ar an bhfoghlaim atá le feiceáil, tá na gníomhaíochtaí Maths Recovery agus an úsáid a bhaint as Numicon ag tacú le bunthuigse na bprionsabail uimhriúla agus ag fágáil torthaí inmhianaithe cosúil le comhaireamh chobhsaí agus foirmiú uimhreacha feabhsaithe. Tá sé tábhachtach leanúint ar aghaidh leis na cleachtaí struchtúrtha agus le deiseanna praiticiúla chun an forbairt seo a chothú agus chun na scileanna breisithe a daingniú.

Teacher Input: Senior Infants Social Group

Child/Group Identifier: SS – Senior Infants Social Group

Class Level: Senior Infants

Support Model: Small-group withdrawal and in-class support

Frequency & Duration: 2 × 20 minutes weekly

Priority Learning Areas: Social interaction, turn-taking, emotional understanding, play skills

Learning Experiences / Interventions Used: Play-based and structured activities to support turn-taking, listening, and recognising emotions. Visual supports and social stories used to reinforce expectations. Modelling of appropriate social language during play. Aistear-linked activities to develop cooperative play skills.

New Learning Observed This Month: Pupils are showing improved ability to engage with peers during structured play and are following simple group rules more consistently. Two pupils are now using taught phrases ("my turn", "your turn") independently. Reduced instances of conflict during turn-taking activities. All pupils can now identify basic emotions (happy, sad, angry) using visual supports.

Personal Reflection: The combination of play-based support and visual scaffolding is supporting progress. Will begin to focus on entering play with peers and sustaining interactions for longer periods. Ongoing collaboration with class teachers to reinforce skills in Aistear stations.

Output (English): Senior Infants Social Group

Child/Group Identifier: Senior Infants Social Group

Class Level: Senior Infants

Support Model: Small-group withdrawal and in-class support

Frequency & Duration: 2 × 20 minutes weekly

Priority Learning Areas: Social interaction, turn-taking, emotional understanding and play skills were prioritised to support pupils' engagement in play-based learning and to develop core social communication needed for collaborative activities in the classroom and Aistear stations.

Learning Experiences / Interventions Used: Play-based and structured activities supported turn-taking, listening and recognising emotions, using visual supports and social stories to reinforce expectations, modelling of appropriate social language during play and Aistear-linked activities to develop cooperative play skills.

New Learning Observed This Month: Pupils show improved engagement with peers during structured play and follow simple group rules more consistently; two pupils are using taught phrases ("my turn", "your turn") independently, instances of conflict during turn-taking have reduced, and all pupils can identify basic emotions (happy, sad, angry) using visual supports.

Curriculum Mapping:

- Aistear – Communicating
- Aistear – Identity and Belonging
- SPHE – Myself and Others

Professional Reflection: The combination of play-based support and visual scaffolding is supporting social and emotional skill development, as seen in increased cooperative play and use of taught phrases. Next steps will focus on supporting pupils to enter play with peers and to sustain interactions for longer periods, with continued collaboration with class teachers to reinforce skills across Aistear stations.

Output (Gaeilge): Senior Infants Social Group

Aitheantas Linbh/Grúpa: Grúpa Sóisialta Naíonáin Shinsearacha

Leibhéal Ranga: Naíonáin Shinsearacha

Modh Tacaíochta: Aistarraingt Grúpa agus Tacaíocht sa Rang

Minicíocht agus Fad: 2 × 20 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Forbairt scileanna idirghníomhaíochta, casadh ar aghaidh, tuiscint mhothúcháinach agus scileanna spraoi comhoibríoch mar bhunús le rannpháirtíocht shóisialta sa seomra ranga.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Rinneadh gníomhaíochtaí bunaithe ar spraoi agus struchtúrtha chun casadh ar aghaidh, éisteacht agus aithint mothúchán a chothú; úsáideadh tacaíochtaí amhairc agus scéalta sóisialta chun ionchais a dhaingniú agus mhúnlaigh an teagasc teanga shóisialta iad le linn an spraoi; cuireadh gníomhaíochtaí nasctha le Aistear chun scileanna comhoibríocha a forbairt.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá feabhas le feiceáil ar chumas na bpáistí a bheith páirteach le comhghleacaithe i ngníomh spraoi struchtúrtha agus tá rialacha grúpa simplí á leanúint níos comhsheasmhaí; tá beirt páistí ag úsáid frásaí múinte ("mo sheans", "do sheans") go neamhspleách anois agus tá laghdú le sonrú ar achar coinbhleachta le linn gníomhaíochtaí casadh ar aghaidh; is féidir le gach páiste anois mothúcháin bhunúsacha a aithint (áthas, brón, fearg) ag úsáid tacaíochtaí amhairc.

Mapáil Churaclaim:

- Aistear – Féiniúlacht agus Muintearas
- OSPA – Mé Féin agus Daoine Eile

Machnamh Gairmiúil: Tá comhcheangal idir tacaíocht bunaithe ar spraoi agus scafalladh amhairc ag tacú le dul chun cinn soiléir in idirghníomhú sóisialta; léirítear é seo trí úsáid frásaí múinte agus laghdú ar choinbhleachtaí. Leanfaidh an obair ar aghaidh le fócas ar chur isteach i spraoi le comhghleacaithe agus ar an fhad ama ar féidir idirghníomhú a chothú, le comhoibriú leanúnach leis na múinteoirí ranga chun scileanna a dhaingniú sna stáisiúin Aistear.

Teacher Input: 5th Class Regulation Group

Child/Group Identifier: 5th Class Regulation Group

Class Level: Fifth Class

Support Model: Small-group withdrawal

Frequency & Duration: 1 × 40 minutes weekly

Priority Learning Areas: Emotional regulation, coping strategies, self-awareness, recognising triggers

Learning Experiences / Interventions Used: Zones of Regulation programme, structured discussions exploring emotional responses and coping strategies, co-developed toolkits, practical activities to identify triggers and practise regulation strategies in a supportive environment

New Learning Observed This Month: Pupils are beginning to recognise and name emotional states using Zones language with greater accuracy. Two pupils independently used agreed strategies (deep breathing, movement break) during a challenging situation this month. Increased ability to verbalise feelings and identify triggers during group discussions. Growing peer support within the group.

Personal Reflection: The Zones framework is providing a shared language that pupils are beginning to use independently. Continued focus on transferring strategies to classroom and unstructured settings will be prioritised. Will liaise with class teachers about consistent use of Zones language across settings.

Output (English): 5th Class Regulation Group

Child/Group Identifier: 5th Class Regulation Group

Class Level: Fifth Class

Support Model: Small-group withdrawal

Frequency & Duration: 1 × 40 minutes weekly

Priority Learning Areas: Emotional regulation, coping strategies, self-awareness and recognising triggers were prioritised to provide a shared framework for pupils to identify emotions and to develop practical strategies for self-regulation in school contexts.

Learning Experiences / Interventions Used: Zones of Regulation programme was used with structured discussions exploring emotional responses and coping strategies, co-developed toolkits and practical activities to identify triggers and practise regulation strategies within a supportive group environment.

New Learning Observed This Month: Pupils are beginning to recognise and name emotional states using Zones language with greater accuracy; two pupils independently used agreed strategies (deep breathing, movement break) during a challenging situation, and there is increased ability to verbalise feelings, identify triggers and offer peer support within the group.

Curriculum Mapping: - SPHE – Myself - Wellbeing – Resilient

Professional Reflection: The Zones framework is providing a shared language that is starting to be used independently, supporting pupils' ability to recognise and manage emotions. Continued focus will be on transferring strategies to classroom and unstructured settings and liaising with class teachers to ensure consistent use of Zones language across contexts.

Output (Gaeilge): 5th Class Regulation Group

Aitheantas Linbh/Grúpa: Grúpa Rialaithe Rang 5

Leibhéal Ranga: Rang 5

Modh Tacaíochta: Grúpa Beag Aistarraingt

Minicíocht agus Fad: 1 × 40 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Bhreathnaítear anseo ar chumas na ndaltaí rialú mothúchánach a fheabhsú trí scileanna cónghais a fhorbairt, ar fhéinmheas agus ar an gcumas spreagthóirí a aithint; roghnaíodh na réimsí seo toisc go bhfuil sé riachtanach go bhfoghlaimfidh na daltaí teanga agus straitéisí, ar nós Zones, chun freagairt go socair i gcásanna dúshlánacha agus chun iad a chur i bhfeidhm i socruithe éagsúla.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Rinneadh an tacaíocht trí úsáid den Zones of Regulation programme, a chomhtháthaigh plé struchtúrtha ar fhreagairtí mothúchánacha agus ar straitéisí cónghais; forbraíodh trealamh comhairnithe le daltaí, agus rinneadh gníomhaíochtaí praiticiúla chun spreagthóirí a aithint agus straitéisí rialaithe a chleachtadh i dtimpeallacht thacúil. Chuireadh béim ar phlé struchtúrtha agus ar fhorbairt uirlise a bhí oiriúnach do na daltaí.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá fianaise ann go bhfuil na daltaí ag tosú ag aithint agus ag ainmniú stáit mhothúchánacha ag úsáid teanga na Zones níos cruinne. D'úsáid dhá dhalta straitéisí aontaofa go neamhspleách (análú domhain, sos gluaiseachta) i gcásanna dúshlánacha i rith na míosa. Tá méadú le feiceáil freisin ar an gcumas mothúcháin a chur in iúl go béasach agus spreagthóirí a aithint le linn plé grúpa, agus tá tacaíocht a chéile ó chomhghleacaithe ag méadú laistigh den ghrúpa.

Mapáil Churaclaim:

- OSPA – Mé Féin

- Folláine – Athléimneach

Machnamh Gairmiúil: Tá an creat Zones ag soláthar teanga aonfhoirmeach don ghrúpa agus tá sé le feiceáil go bhfuil daltaí ag glacadh leis an teanga seo go neamhspleách; tá tionchar dearfach ar an gcumas iad féin a rialú mar a léirítear trí úsáid neamhspleách straitéisí i gcásanna fíorúla. Mar chéim bhainte amach, beidh béim leanúnach ar aistriú na straitéisí chuig an rang agus socruithe neamhstruchtúrtha, agus beidh comhordú le múinteoirí ranga chun an teanga agus na cleachtais a chur i bhfeidhm go comhsheasmhach.

Teacher Input: 3rd Class Regulation

Child/Group Identifier: SR

Class Level: Third Class

Support Model: Combination: weekly check-in (withdrawal) and in-class support during transitions

Frequency & Duration: 1 × 20-minute check-in weekly + in-class support as needed (approx. 3 × 10 minutes)

Priority Learning Areas: Emotional regulation, transition management, self-awareness, calming strategies

Learning Experiences / Interventions Used: Zones of Regulation concepts, co-developed regulation toolkit, weekly check-in conversations to review the week and set goals, in-class prompting and co-regulation support during transitions and high-demand periods

New Learning Observed This Month: The pupil is now identifying when moving into Yellow Zone more consistently and has used toolkit strategies independently on several occasions this month. Transitions between activities are managed more smoothly with less dysregulation. The pupil is beginning to request breaks appropriately rather than escalating.

Personal Reflection: The combination of check-ins and in-class presence is providing both proactive and responsive support. Will focus next month on building confidence to use strategies before escalation and reducing reliance on adult prompting during transitions.

Output (English): 3rd Class Regulation

Child/Group Identifier: SR

Class Level: Third Class

Support Model: Combination: weekly check-in (withdrawal) and in-class support during transitions

Frequency & Duration: 1 × 20-minute check-in weekly + in-class support as needed (approx. 3 × 10 minutes)

Priority Learning Areas: Emotional regulation, transition management, self-awareness and calming strategies were prioritised to reduce dysregulation during transitions and to build the pupil's capacity to use strategies proactively.

Learning Experiences / Interventions Used: Zones of Regulation concepts were used with a co-developed regulation toolkit, weekly check-in conversations to review the week and set goals, and in-class prompting and co-regulation support during transitions and high-demand periods.

New Learning Observed This Month: The pupil is identifying movement into the Yellow Zone more consistently and has used toolkit strategies independently on several occasions; transitions are managed more smoothly with less dysregulation and the pupil is beginning to request breaks appropriately rather than escalate.

Curriculum Mapping: - SPHE – Myself - Wellbeing – Responsible

Professional Reflection: Based on the learning observed this month, the combination of weekly check-ins and in-class support is providing both proactive planning and responsive co-regulation, leading to improved transition management and independent use of toolkit strategies. Next steps will focus on building confidence to use strategies before escalation and reducing reliance on adult prompting during transitions.

Output (Gaeilge): 3rd Class Regulation

Aitheantas Linbh/Grúpa: Rialú Rang 3

Leibhéal Ranga: Rang 3

Modh Tacaíochta: Comhcheangal: seiceáil isteach in aghaidh na seachtaine (Aistarraingt) agus Tacaíocht sa Rang le linn aistrithe

Minicíocht agus Fad: 1 × 20 nóiméad seiceáil isteach in aghaidh na seachtaine + Tacaíocht sa Rang de réir mar is gá (thart ar 3 × 10 nóiméad)

Réimsí Foghlama Tosaíochta: Rialú mothúchánach, bainistíocht aistrithe, féin-mhothú agus straitéisí socairúcháin chun éadóchas agus athrú imeachtaí a láimhseáil go réamhghníomhach.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Cuireadh coincheapanna Zones of Regulation i bhfeidhm, forbraíodh cuardach uirlisí rialaithe le chéile agus bhí comhráta seachtainiúla ag athbhreithniú an tseachtain agus ag socrú spriocanna; tacaíocht sa rang le spreagadh agus có-rialú ar aistrithe agus ar thréimhsí ard-iarrachta.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá an dalta ag aithint nuair atá sé ag dul isteach sa Yellow Zone níos comhsheasmhaí agus d'úsáid sé straitéisí ón uirlis a roinnt go neamhspleách ar roinnt ócáidí an mhí seo; tá aistrithe idir gníomhaíochtaí á mbainistiú go réidh le laghad ar neamhrialtacht agus tá an dalta ag tosú ag iarraidh sosanna go cuí seachas dul i bhfeidhm.

Mapáil Churaclaim:

- OSPA – Mé Féin
- Folláine – Athléimneach

Machnamh Gairmiúil: Tá an chomhcheangal de seiceáil-ins agus láithreach sa rang ag soláthar tacaíochta réamhghníomhach agus freagartha do riachtanais an dalta agus tá sé le feiceáil i mbealach níos fearr i mbainistíocht aistrithe agus i n-úsáid straitéisí uirlise go neamhspleách. An mhí seo chugainn, díreoidh mé ar an bhfócas a thógáil ar úsáid straitéisí sula dtarlaíonn spreagadh agus ar deireadh a laghdú ar an spleáchas ar spreagadh ó dhuine fásta le linn aistrithe.

Teacher Input: Junior Infants Communication

Child/Group Identifier: CL

Class Level: Junior Infants

Support Model: Individual withdrawal with in-class follow-up

Frequency & Duration: 3 × 15 minutes weekly

Priority Learning Areas: Oral language, expressive communication, vocabulary development, attention and listening

Learning Experiences / Interventions Used: Colourful Semantics approach for sentence building, play-based language activities, vocabulary building through themed play, modelling and recasting, picture-based discussion, SALT recommendations followed

New Learning Observed This Month: Sentence length has increased noticeably — the pupil is now consistently producing 4–5 word utterances where 2–3 words was typical at the start of the month. Vocabulary recall for taught words is improving. The pupil is beginning to use question forms spontaneously ("Where is...?"). Improved attention during structured language activities.

Personal Reflection: Good progress this month. Colourful Semantics is supporting sentence formulation effectively. Will share strategies with class teacher and parents to ensure consistent language modelling across settings. SALT recommendations continue to guide provision.

Output (English): Junior Infants Communication

Child/Group Identifier: CL

Class Level: Junior Infants

Support Model: Individual withdrawal with in-class follow-up

Frequency & Duration: 3 × 15 minutes weekly

Priority Learning Areas: Focused on developing expressive oral language and vocabulary alongside attention and listening skills to support longer, more complex sentence production and more sustained participation in structured language tasks.

Learning Experiences / Interventions Used: The Colourful Semantics approach was used for scaffolded sentence building alongside play-based language activities, themed vocabulary work, modelling and recasting, and picture-based discussion, with provision guided by Speech and Language Therapy recommendations.

New Learning Observed This Month: Evidence of increased sentence length is seen as the pupil now consistently produces 4–5 word utterances where 2–3 words was typical earlier; vocabulary recall for taught words has improved and the pupil is beginning to use question forms spontaneously (for example, "Where is...?"); attention during structured language activities has also improved.

Curriculum Mapping:

- Primary Language Curriculum – Oral Language – Vocabulary
- Aistear – Communicating

Professional Reflection: Based on the learning observed this month, the Colourful Semantics approach and targeted vocabulary work have had a clear impact on the pupil's sentence formulation and participation in tasks. The improvements in utterance length, vocabulary recall and spontaneous questioning provide evidence that the current strategies are effective. Next steps are to share and reinforce these strategies with the class teacher and parents to ensure consistent language modelling across settings while continuing to follow SALT recommendations.

Output (Gaeilge): Junior Infants Communication

Aitheantas Linbh/Grúpa: CL

Leibhéal Ranga: Naíonáin Shóisearacha

Modh Tacaíochta: Aistarraingt Aonair le hobair leantach sa rang

Minicíocht agus Fad: 3 × 15 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Is é fócas an mhí seo ná forbairt teanga ó bhéal a thacú, le béim ar chumas an pháiste abairtí a fhoirmiú go léiritheach, stór focal a leathnú agus aire agus éisteacht a fheabhsú, toisc go bhfuil breise acmhainní riachtanach chun feidhmiú cumarsáide luath a neartú.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Cuireadh an tacaíocht i bhfeidhm trí Colourful Semantics chun foirmiú abairtí a mhúineadh, trí ghníomhaíochtaí teanga bunaithe ar imirt agus ar théamaí chun stór focal a fhorbairt; rinneadh múnlú agus recasting, rinneadh plé bunaithe ar phictiúir agus leanadh teoracha ó Speech and Language Therapy (SALT); cuireadh béim ar phróisis imirt spreagtha chun cumarsáid a chleachtadh.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá méadú suntasach le feiceáil ar fhad na habairtí — atá anois comhsheasmhach mar abairtí 4–5 focal in áit na n-abairtí 2–3 focal a bhí tipiciúil ag tús na míosa. Tá cuimhne na bhfocal teagaisc ag feabhsú, agus tá an páiste ag tosú ag úsáid fhoirmeacha ceiste go spontáineach mar "Where is...?". Tá feabhas ar aire le linn gníomhaíochtaí teanga struchtúrtha.

Mapáil Churaclaim:

- Curaclam Teanga na Bunscoile – Teanga ó Bhéal – Stór Focal
- Aistear – Cumarsáid

Machnamh Gairmiúil: Tá dul chun cinn maith le feiceáil mar gheall ar an gcur chuige Colourful Semantics atá ag tacú go héifeachtach le foirmiú abairtí; léiríonn an feabhas ar fhad na habairtí agus ar chuimhne focal go bhfuil an cur chuige ag cur le cumas cumarsáide an pháiste. Mar chéimeanna eile, roinnfear na straitéisí seo leis an múinteoir ranga agus le tuismitheoirí chun múnlú teanga comhsheasmhach a chothú trasna socruithe, agus leanfaidh na moltaí ó SALT mar threoir don fhreagairt.

Teacher Input: 4th Class Attention and Executive Function

Child/Group Identifier: EF

Class Level: Fourth Class

Support Model: Combination: brief daily check-ins (in-class) and weekly skill-building session (withdrawal)

Frequency & Duration: 5 × 5-minute check-ins daily + 1 × 20-minute session weekly

Priority Learning Areas: Attention, task initiation, organisation, working memory support

Learning Experiences / Interventions Used: Visual schedules, task chunking, self-monitoring checklists, working memory strategies, explicit teaching of organisation routines

New Learning Observed This Month: The pupil is now using the visual checklist independently to track task completion in most sessions. Attention to task has improved when work is chunked into smaller steps with clear endpoints. Task initiation still requires prompting but the pupil maintains focus better once started. Organisation of materials has improved with consistent use of routines.

Personal Reflection: The daily check-in structure is providing consistency and accountability. Next steps: gradually extend task chunks and build confidence to self-start using visual cue rather than verbal prompt. Will review checklist format with pupil to increase ownership.

Output (English): 4th Class Attention and Executive Function

Child/Group Identifier: EF

Class Level: Fourth Class

Support Model: Combination: brief daily check-ins (in-class) and weekly skill-building session (withdrawal)

Frequency & Duration: 5 × 5-minute check-ins daily + 1 × 20-minute session weekly

Priority Learning Areas: Prioritised development of attention, task initiation, organisation and working memory supports to promote independent completion of classroom tasks and more consistent engagement with learning activities.

Learning Experiences / Interventions Used: Support comprised visual schedules, task chunking, self-monitoring checklists, explicit working memory strategies and direct teaching of organisation routines to scaffold independent task management.

New Learning Observed This Month: There is clear evidence that the pupil is using the visual checklist independently to track task completion in most sessions; attention improves when tasks are chunked into smaller steps with clear endpoints, and organisation of materials has improved through consistent routines, although task initiation still requires prompting.

Curriculum Mapping: - Wellbeing – Responsible - Wellbeing – Aware

Professional Reflection: The daily check-in structure is providing consistency and accountability and has contributed to improved task monitoring and material organisation. Evidence from this month shows increased independent use of the checklist and better sustained attention once tasks are started. Next steps are to gradually extend the length of task chunks to build endurance and to review the checklist format with the pupil to increase ownership and support self-initiation using visual cues rather than verbal prompts.

Output (Gaeilge): 4th Class Attention and Executive Function

Aitheantas Linbh/Grúpa: EF

Leibhéal Ranga: Rang 4

Modh Tacaíochta: Comhcheangal: seiceálacha isteach gairide go laethúil (Tacaíocht sa Rang) agus seisiún forbartha scileanna in aghaidh na seachtaine (Aistarraingt)

Minicíocht agus Fad: 5 × 5 nóiméad seiceálacha isteach go laethúil + 1 × 20 nóiméad seisiún in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Díritear ar scileanna feidhmiúcháin agus eagraíochta: aire, tús tascanna, eagrú agus tacaíocht do chuimhne oibre, mar riachtanas chun neamhspleáchas agus éifeachtúlacht i suíomhanna oibre ranga a fheabhsú.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Soláthraíodh tacaíocht trí sceidil amhairc, briseadh tascanna isteach i gcéimeanna beaga, liostaí féinbhigireachta, straitéisí do chuimhne oibre agus teagasc shonrach ar ghnáthnósanna eagraíochta; tugadh struchtúr láidir laethúil trí sheiceáilíní gairide agus trí sheisiún scileanna seachtainiúil.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá an páiste ag úsáid an tseiceálaí amhairc go neamhspleách chun rian a choinneáil ar chomhlíonadh tascanna i bhformhór na seisiúin; tá feabhas ar aire agus ar fheidhmíocht tasc nuair a bhriseadh an obair ina céimeanna beaga le spriocanna soiléire; fós teastaíonn spreagadh chun tús a chur leis an tasc; coinníonn an páiste an fócas níos fearr ina dhiaidh sin. Tá eagrú ábhair feabhsaithe de bharr úsáid chomhleanúnach na ngnáthnósanna.

Mapáil Churaclaim:

- Folláine – Freagrach
- Folláine – Feasach

Machnamh Gairmiúil: Soláthraíonn an struchtúr seiceáilín laethúil comhsheasmhacht agus cuntasacht, agus léiríonn an dul chun cinn ar úsáid an tseiceálaí go bhfuil an páiste ag dul i dtreo neamhspleáchais oibre. Mar chéad chéim eile, brisfear na tascanna amach go mall chun muintín a thógáil maidir leis an tús a chur leo féin, agus athbhreithneoidh mé formáid an tseiceálaí leis an bpáiste chun úinéireacht agus rannpháirtíocht a mhéadú.

Teacher Input: Junior Infants Fine Motor Skills

Child/Group Identifier: FM

Class Level: Junior Infants

Support Model: Individual withdrawal with in-class follow-up

Frequency & Duration: 2 × 15 minutes weekly

Priority Learning Areas: Fine motor development, pencil grip, hand strength, pre-writing patterns

Learning Experiences / Interventions Used: Fine motor activities (threading, playdough manipulation, tweezers, pegs), pencil grip practice with support tools, pre-writing patterns on large and small scale, hand-strengthening activities, OT recommendations followed

New Learning Observed This Month: Pencil grip is now more functional and maintained for longer periods with verbal reminders. Pre-writing patterns (vertical lines, horizontal lines, circles) are more controlled with improved line quality. Hand strength appears to be improving based on scissor use, playdough manipulation, and ability to sustain grip during tasks.

Personal Reflection: Following OT programme closely and seeing steady progress. Will continue to prioritise grip and control before introducing formal letter formation. Strategies shared with class teacher for reinforcement during classroom activities. Parents also supporting at home with recommended activities.

Output (English): Junior Infants Fine Motor Skills

Child/Group Identifier: FM

Class Level: Junior Infants

Support Model: Individual withdrawal with in-class follow-up

Frequency & Duration: 2 × 15 minutes weekly

Priority Learning Areas: Focused on fine motor development to build functional pencil grip, hand strength and controlled pre-writing patterns as foundational skills for later letter formation and written tasks.

Learning Experiences / Interventions Used: Fine motor activities such as threading, playdough manipulation, use of tweezers and pegs, pencil grip practice with support tools, large- and small-scale pre-writing pattern work and hand-strengthening activities were delivered in line with occupational therapy recommendations.

New Learning Observed This Month: Progress is evident in a more functional pencil grip that is maintained for longer with verbal reminders, improved control and line quality on pre-writing patterns (vertical and horizontal lines, circles), and increased hand strength demonstrated through more controlled scissor use, playdough manipulation and sustained grip during tasks.

Curriculum Mapping:

- Primary Language Curriculum – Writing – Conventions of print
- Fine motor development (pre-curricular foundation skill)

Professional Reflection: Following the OT programme closely has yielded steady improvements in grip, control and pre-writing pattern quality, which are foundational for future letter formation. The observed gains in hand strength and task endurance indicate the current focus is effective. Next steps are to continue prioritising grip and control before introducing formal letter formation, and to maintain collaboration with the class teacher and parents to reinforce recommended activities across school and home.

Output (Gaeilge): Junior Infants Fine Motor Skills

Aitheantas Linbh/Grúpa: FM

Leibhéal Ranga: Naíonáin Shóisearacha

Modh Tacaíochta: Aistarraingt Aonair le hobair leantach sa rang

Minicíocht agus Fad: 2 × 15 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Baintear fócas ar fhorbairt mionscileanna: scileanna lámha beaga, greim peannluaidhe, neart lámha agus patrúin réamh-scríbhneoireachta mar thosaíocht chun scríbhneoireacht fhoirmiúil a tháirgeadh níos déanaí; roghnaíodh seo mar bhonn don oiliúint scríbhneoireachta.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Cuireadh gníomhaíochtaí mion-lámha i bhfeidhm (snáitheáil, súmaighréadóir, tweezers, pegs), cleachtais greim peannluaidhe le huirlisí tacaíochta, patrúin réamh-scríbhneoireachta ar scála mór agus beag, gníomhaíochtaí neart-láimhe agus moltaí ó OT a leanúint; tugadh béim ar chleachtas rialta laistigh agus lasmuigh den seisiún.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá an ghreim peannluaidhe níos feidhmiúla anois agus coinnítear í ar thréimhsí níos faide le meabhrúcháin bhéil; tá patrúin réamh-scríbhneoireachta (líneacha ingearacha, línte trasna, ciorcail) níos smachtaí agus tá caighdeán na línte feabhsaithe; léirítear feabhas ar neart lámha trí úsáid siosúir, trí láimhseáil playdough agus trí inrochtaineacht greim le linn tascanna.

Mapáil Churaclaim:

- Curaclam Teanga na Bunscoile – Scríbhneoireacht – Gnásanna Cló
- Forbairt mhótarach (soláthar bunaithe ar theiripe)

Machnamh Gairmiúil: Táimid ag cloí go dlúth leis an gclár OT agus tá dul chun cinn seasmhach le feiceáil i ngreim agus i smacht líne a thacaíonn le réamhscríbhneoireacht. Mar chéim bhreise, leanfaidh mé ag cur béime ar an ngreim agus ar an smacht sula dtosófar ar fhoirmiú litreacha foirmiúil, agus roinnfear straitéisí le múinteoir ranga agus le tuismitheoirí chun athrá agus tacaíocht a chinntiú sa bhaile agus sa rang.

Teacher Input: Senior Infants Gross Motor Skills Group

Child/Group Identifier: Senior Infants Motor Group

Class Level: Senior Infants

Support Model: Small-group withdrawal

Frequency & Duration: 2 × 20 minutes weekly

Priority Learning Areas: Gross motor development, balance, coordination, body awareness

Learning Experiences / Interventions Used: Movement programme activities, balance and coordination exercises, obstacle courses, ball skills practice, activities to develop bilateral coordination and crossing midline, PE-linked movement activities

New Learning Observed This Month: All pupils are showing improved balance during standing activities. Two pupils can now catch a large ball consistently, where previously this was inconsistent. Confidence during movement activities has increased across the group. Bilateral coordination tasks (e.g. star jumps, cross-body movements) are performed with greater control.

Personal Reflection: The structured movement approach is supporting physical development and confidence. Will continue to develop ball skills and introduce more complex balance challenges. Liaising with class teacher to ensure carryover to PE lessons.

Output (English): Senior Infants Gross Motor Skills Group

Child/Group Identifier: Senior Infants Motor Group

Class Level: Senior Infants

Support Model: Small-group withdrawal

Frequency & Duration: 2 × 20 minutes weekly

Priority Learning Areas: Development of gross motor skills, including balance, coordination and body awareness, to support confident participation in movement and PE-related tasks.

Learning Experiences / Interventions Used: A structured movement programme was delivered incorporating balance and coordination exercises, obstacle courses, ball skills practice, bilateral coordination and crossing-midline activities, and movement tasks aligned with PE.

New Learning Observed This Month: All pupils are showing improved balance in standing activities, two pupils now catch a large ball consistently where this was previously inconsistent, confidence during movement activities has increased across the group, and bilateral coordination tasks such as star jumps and cross-body movements are performed with greater control.

Curriculum Mapping: - Physical Education – Games - Physical Education – Gymnastics

Professional Reflection: The structured movement approach has supported both physical development and increased confidence within the group, as demonstrated by improved balance, coordination and emerging ball skills. Evidence from this month supports continuing the focus on ball skills and progressing to more complex balance challenges. Next steps include introducing graded balance tasks and ensuring carryover through liaison with the class teacher so gains are reinforced in PE lessons.

Output (Gaeilge): Senior Infants Gross Motor Skills Group

Aitheantas Linbh/Grúpa: Naíonáin Shinsearacha Motor Group

Leibhéal Ranga: Naíonáin Shinsearacha

Modh Tacaíochta: Grúpa Beag Aistarraingt

Minicíocht agus Fad: 2 × 20 nóiméad in aghaidh na seachtaine

Réimsí Foghlama Tosaíochta: Díritear ar fhorbairt mhórchomhlachta: cothromaíocht, comhordú agus feasacht choirp chun muinín agus cumas gluaiseachta a fheabhsú i dtascanna PE agus i gníomhaíochtaí laethúla.

Eispéiris Foghlama / Idirghabhálacha Úsáidte: Cuireadh clár gluaiseachta struchtúrtha i bhfeidhm ina raibh cleachtaí cothromaíochta agus comhordaithe, cúrsaí constaicí, cleachtaí liathróide, agus gníomhaíochtaí chun comhordú déphána agus trasnú an lárchaidrimh a fhorbairt; comhtháthaíodh gníomhaíochtaí a bhaineann le PE.

Foghlaim Nua a Tugadh faoi deara an Mhí: Tá feabhas le feiceáil i gcothromaíocht gach dalta le linn gníomhaíochtaí seasamh; tá dhá dhalta in ann liathróid mhór a ghabháil go comhsheasmhach anois in áit a raibh siad roimhe sin neamhchobhsaí; tá muinín an ghrúpa ag méadú le linn gníomhaíochtaí gluaiseachta agus tá tascanna comhordaithe déphána (m.sh. star jumps, gluaiseachtaí tras-chomhlacht) á gcur i bhfeidhm le níos mó smachta.

Mapáil Churaclaim:

- Corpoideachas – Cluichí
- Corpoideachas – Gleacaíocht

Machnamh Gairmiúil: Tá an cur chuige gluaiseachta struchtúrtha ag tacú go soiléir le forbairt choirp agus le muinín na ndaltaí, mar a thaispeántar trí fheabhsú ar chothromaíocht agus scileanna liathróide. Mar chéim bhreise, leanfaidh mé ag forbairt scileanna liathróide agus tabharfaidh mé dúshláin chasta cothromaíochta isteach de réir réimse, agus déanfaimid comhoibriú leis an múinteoir ranga chun na gnáthaimh a thabhairt isteach i gceachtanna PE.