

## School Improvement Plan - Literacy

<b>Summary of main areas requiring improvement</b>	<ul style="list-style-type: none"> <li>• Reporting to parents about their child’s progress more frequently</li> <li>• In class support for Literacy</li> <li>• That all learners would experience the enjoyment of reading in our school.</li> <li>• A sequenced phonics scheme would be implemented from Junior Infants up to 4<sup>th</sup> class.</li> </ul>			
<b>Improvement Targets</b>	<b>Required Actions Year 1- 2014- 2015</b>	<b>Persons Responsible</b>	<b>Timeframe for actions</b>	<b>Review dates</b>
<p>1<sup>st</sup> Priority Area</p> <p>90% of parents will check homework and sign off on it</p> <p>90% of parents of Junior Infants-2<sup>nd</sup> class to sign reading log</p>	<p style="text-align: center;">Reporting to parents about their child’s progress more frequently</p> <ul style="list-style-type: none"> <li>• Daily check of homework journals</li> <li>• Daily check of reading logs</li> <li>• Test results will be sent home and signed by parents</li> <li>• Termly tests to be sent home each term to be signed by parents</li> <li>• Parent/teacher meetings once a year</li> <li>• Special achievements will be recognised – happygrams /reward notes sent home</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>	<p>September 2014- June 2017</p>	<p>June 2015</p>

<p>2<sup>nd</sup> Priority Area</p> <p>That the children in first and second class will be reading at a level appropriate to their ability</p>	<ul style="list-style-type: none"> <li>• Parents will be notified if a child is experiencing difficulty</li> <li>• Advice will be given to parents on homework</li> </ul> <p>In class support for 1<sup>st</sup> and 2<sup>nd</sup> class during Literacy time Pre-test Benchmark with the PM Benchmarking Previous year's MICRA-T results</p> <ul style="list-style-type: none"> <li>• Create a well organised library of books of various levels and genres.</li> <li>• Set up areas for literacy centres or stations.</li> <li>• Provide students with range of engaging materials to promote reading and writing.</li> <li>• Identify suitable/available personnel and specify roles.</li> <li>• Provide each student with an R for reading copy, W for writing and a diary copy.</li> </ul> <p>Literacy Actions</p> <ul style="list-style-type: none"> <li>• We will use the MICRA T results from June 2014 (standard score) to determine groupings. Teacher observations will also have an impact on these groupings.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• L.S/RT SNA</li> </ul>	<p>September 2014- June 2017</p>	<p>June 2015</p>
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- The literacy team will grade and group the children according to attainment rather than class level
- Specific objectives based on the first and second class curriculum will be drawn up. Teachers to modify and adapt lessons to meet the needs of all students in the group. Personnel will be given responsibility for specific areas. (phonics, oral reading and writing)
- The literacy team will teach each group according to the curricular objectives outlined and review regularly.

Evaluation

- Each group will have a teacher's log book detailing group level, work complete, progress and general teacher observations.
- Formal benchmarking will take place as the need arises throughout the year to determine any changes required in groupings.

End of year Review will be based on Teacher observation, Benchmarking and MICRA T results  
(June 2015)

- Incorporate two components of reading into school life

<p>3<sup>rd</sup> Priority Area</p> <p>To decrease the number of children surveyed who claimed that they read very little from 26%-20%</p>	<ol style="list-style-type: none"> <li>1. That all learners would experience the enjoyment of reading in our school.</li> <li>2. Implement a structured phonological awareness/phonics programme into all classes up to fourth class</li> </ol> <p>Pre-Test using Reading Attitude Questionnaire</p> <ol style="list-style-type: none"> <li>1. Attitude and Motivation <ul style="list-style-type: none"> <li>• Provide a print rich environment matched to the children’s stages of development and interest.</li> <li>• Read a wide variety of texts to the children every day for the specific purpose of enjoyment using varied voice tones and expressions and be a role model for students by sharing your enthusiasm for reading.</li> <li>• Model how to self- select books for independent reading. i.e. use “I wonder” statements, read the blurb, look at the pictures and text.</li> <li>• Establish a time for independent reading DEAR time (drop everything and read.) and allow time for students to share what they have just read with a partner/group/class.</li> <li>• Establish book discussion groups and provide opportunities for students to discuss a common text that has been read.</li> <li>• Develop a separate “Awesome shelf” in the class library where the children can display books which they consider enjoyable to read. An incentive can be offered to students</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• L.S/RT</li> <li>• Reading Volunteers</li> </ul>	<p>September 2014-June 2017</p>	<p>June 2015</p>
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<p>4<sup>th</sup> Priority Area</p> <p>To create a consistent approach with regard to the teaching of phonics</p>	<p>who read and grade books.</p> <p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> <li>• Create a pupil questionnaire in June 2017 to survey the children on their attitude and motivation to reading.</li> </ul> <p>2. A sequenced phonological awareness /phonics scheme will be implemented from Junior Infants up to 4<sup>th</sup> class.</p> <p style="text-align: center;">Pre-test using The Phonological Awareness Test</p> <p>Teach the Sound Linkage Phonological Awareness programme in Junior and Senior Infants under the following headings</p> <ul style="list-style-type: none"> <li>• Syllabic awareness</li> <li>• Onset and Rime awareness (Rhyming)</li> <li>• Phonemic awareness</li> </ul> <p>Spend time on word play, nursery rhymes, riddles and expose children to storybooks to develop phonemic awareness</p> <p>Play Phonemic awareness /rhyming games e.g. Mystery bag, Sing Songs, clapping games and use Syllable snake</p>	<p>Junior/ Senior Infant teacher</p> <ul style="list-style-type: none"> <li>• L.S./R.T.</li> </ul>		
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	<p>and Elkonin Boxes or counters to identify location of sounds in words</p> <p>Teach the Jolly Phonics scheme in a structured manner according to the teacher guidelines.</p> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Drumcondra Test of Early Literacy- Diagnostic Test.</li> </ul> <p>Jolly grammar 1 and 2 will be implemented in 1<sup>st</sup> and 2<sup>nd</sup>.</p> <p>Jolly grammar 3 and 4 will be implemented in 3<sup>rd</sup> and 4<sup>th</sup>.</p> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Drumcondra Primary Spelling Test at appropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teachers</li> </ul>		

Success Criteria/ Measurable Outcomes

For Priority Area1

- Parents will be regularly informed about their child's progress

For Priority Area 2

- Child will maintain or achieve 'independent reader status' after reading ahead 5 levels.

For Priority Area 3

- Work with Birr Library to establish an annual reading initiative to increase our total of books read in an 8 week period.

For Priority Area 4

- Infants- To attain the criterion score on The Drumcondra Test of Early Literacy Diagnostic Test.
- To maintain or achieve a higher score in The Drumcondra Primary Spelling test at appropriate class level.

Improvement targets	Required actions year 2 2015-2016	Persons responsible	Timeframe for actions	Review date
<p>1<sup>st</sup> Priority Area</p> <p>90% of parents will check homework and sign off on it</p> <p>90% of parents of Junior Infants-2<sup>nd</sup> class to sign reading log</p>	<p>Continue reporting to parents about their child's progress frequently</p> <ul style="list-style-type: none"> <li>• Daily check of homework journals</li> <li>• Daily check of reading logs</li> <li>• Test results will be sent home and signed by parents</li> <li>• Termly tests to be sent home each term to be signed by parents</li> <li>• Parent/teacher meetings once a year</li> <li>• Special achievements will be recognised – happygrams /reward notes sent home</li> <li>• Parents will be notified if a child is experiencing difficulty</li> <li>• Advice will be given to parents on homework</li> </ul> <p>Literacy Actions</p>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• L.S/RT</li> <li>• SNA</li> </ul>	<p>September 2014- June 2017</p>	<p>June 2016</p>



<p>2<sup>nd</sup> Priority Area</p> <p>That the children in Senior Infants will be reading at a level appropriate to their ability</p>	<ul style="list-style-type: none"> <li>• We will use the Jolly Phonics test results from June 2014 to determine groupings. Teacher observations will also have an impact on these</li> <li>• The children will engage in reading the levelled PM readers</li> <li>• Formal benchmarking will take place as the need arises throughout the year to determine any changes required in groupings.</li> </ul> <p>End of year Review will be based on Teacher observation, Benchmarking and Drumcondra Test of Early Literacy (June 2016)</p>	<p>L/S teacher Clas teacher</p>	<p>Sept 2015- June 2017</p>	<p>June 2016</p>
<p>3<sup>rd</sup> Priority Area</p> <p>To increase each child's</p>	<ul style="list-style-type: none"> <li>• Incorporate one more component of reading into school life <ul style="list-style-type: none"> <li>• Exposure to modelled fluent reading</li> </ul> </li> </ul>	<p>Class teacher L/S R/T SNA</p>	<p>Sept 2015- 2017</p>	<p>June 2016</p>

<p>ability to read 5 more words correctly in one minute</p>	<p>patterns at school</p> <ul style="list-style-type: none"><li>• Provision of opportunities to practice the fluent reading behaviours in meaningful contexts as opposed to isolation</li><li>• Opportunities to focus on and practice reading developmentally-appropriate texts with expression through guided and repeated reading activities aimed at expressive reading</li><li>• Opportunities to engage in fluent reading in a variety of texts at both their independent and instructional levels</li><li>• Choral Reading- Children chorally read a portion of text together</li><li>• Taped Reading- Teacher records the children reading individually. The children listen back to what they have read. They self-assess their own reading</li><li>• Echo Reading-Teacher models fluent reading and the children repeat the reading back to the teacher. They echo the teacher's expression and</li></ul>			
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<p>4<sup>th</sup> Priority Area</p> <p>To create a consistent approach with regard to the teaching of phonics</p>	<p>intonation</p> <ul style="list-style-type: none"> <li>• Buddy reading- Pairing older children with younger children</li> </ul> <p>A sequenced phonological awareness /phonics scheme will be implemented from Junior Infants up to 5<sup>th</sup> class.</p> <p>Jolly Grammar 5 will be implemented in 5<sup>th</sup> Class</p>	<p>Class teachers</p>	<p>Sept 2015- June 2017</p>	<p>June 2016</p>
<p>Success Criteria/ Measurable Outcomes</p> <p>For Priority Area1</p> <ul style="list-style-type: none"> <li>• Parents will be regularly informed about their child’s progress</li> </ul> <p>For Priority Area 2</p> <ul style="list-style-type: none"> <li>• Child will maintain or achieve ‘independent reader status’ after reading ahead 5 levels.</li> </ul> <p>For Priority Area 3</p> <ul style="list-style-type: none"> <li>• That the children will be able to read fluently and with expression at their instructional level</li> </ul> <p>For Priority Area 4</p>				

- Infants- To attain the criterion score on The Drumcondra Test of Early Literacy Diagnostic Test.
- To maintain or achieve a higher score in The Drumcondra Primary Spelling test at appropriate class level.

Monitor and Review: Findings after year 2

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