

# Holy Family J.N.S. School Improvement Plan – Literacy 3 year plan

<b>Target(s)</b>		
<ul style="list-style-type: none"> <li>To develop in all children a love of learning.</li> <li>To develop all pupils’ listening and speaking skills across all curricular areas.</li> <li>To develop children’s’ confidence, encourage children to question and describe.</li> <li>To develop pupils’ reading comprehension skills, to build on Current Micra T scores by increasing the number of pupils scoring 51+% by 5% over 3 years.( From 50% in 2012 to 55% in 2015)</li> <li>Early identification and remediation of pupils experiencing literacy difficulties using SET and Early Intervention at junior infant level.</li> <li>To develop pupils’ confidence and creativity using Oxford Reading Scheme/Bookworm Clubs/Reading Initiative/Parental Support.</li> <li>Integrate and develop use of ICT in an effective and appropriate way to enhance teaching and pupils’ work.</li> </ul>		
<b>Baseline data/evidence</b>		
<ul style="list-style-type: none"> <li>Data derived from Self-Evaluation 2012/2013 and Standardised Testing has suggested immediate actions and longer term priorities for a Three Year School Improvement Plan for Literacy which is relevant for our needs.</li> <li>Detailed data recorded with Self-Evaluation Report</li> </ul>		
<b>Year 1 actions</b>	<b>Year 2 actions</b>	<b>Year 3 actions</b>
<p>Oral Language: Oral Language permeates every facet of the school curriculum. Focus on the discrete vocabulary demanded by each subject area.</p> <p>(Mata sa Rang, Music in the Classroom etc)</p> <p>The following specific areas have been identified for attention</p> <ul style="list-style-type: none"> <li>Oracy</li> <li>Phonics</li> </ul>	<p>Writing: Written work should derive from the pupils’ oral proficiency.</p> <ul style="list-style-type: none"> <li>Reflect the progress made in Oral Language (Year 1)</li> <li>Different genres of writing/Writing in varied subject areas.</li> </ul> <p>Infant Writing Skills/Penmanship</p> <ul style="list-style-type: none"> <li>Revisit School Plans for same, revise and update to accommodate revisions</li> </ul>	<p>Reading: Choose new Literacy Programme for school. Choice to: reflect actions/alterations implemented in Years 1 &amp; 2. recognise current good practices address areas of concern highlighted by assessments and appraisals be in place for min. 5 years.</p> <p>Methodologies</p>

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<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Grammar &amp; Punctuation</li> <li>• Spelling</li> </ul> <p>Methodologies</p> <ul style="list-style-type: none"> <li>• Examine current methodologies to ensure that best practice is utilised in delivering the Oral Language component of the curriculum. (PDST, NCCA, Curriculum etc)</li> <li>• Learning Support and Resource teachers to work with class teachers in implementing strategies</li> </ul> <p>Ongoing reviews/assessments of the changes implemented in the current year.</p>	<p style="text-align: center;">under Literacy Plan</p> <p>Methodologies</p> <ul style="list-style-type: none"> <li>• Examine current methodologies to ensure that best practice is utilised in delivering the Written component of the curriculum. (PDST, NCCA, Curriculum etc)</li> <li>• Learning Support and Resource teachers to work with class teachers in implementing strategies</li> </ul> <p>Ongoing reviews/assessments of the changes implemented in the previous and current year.</p>	<ul style="list-style-type: none"> <li>• Examine current methodologies to ensure that best practice is utilised in delivering the Reading component of the curriculum. (PDST, NCCA, Curriculum etc)</li> <li>• Learning Support and Resource teachers to work with class teachers in implementing strategies</li> </ul>
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## Year 1 Plan to improve Literacy Levels

### Target(s)

State in specific terms how LITERACY LEVELS should improve as a result of actions in the school

- By developing a whole-school awareness of the discrete uses of language throughout the curriculum, pupils will be enabled to enhance their vocabularies and language skills.
- Pupils will be provided with regular opportunities to use these discrete language skills, enabling them to acquire proficiency in this area
- By reviewing the content, resources and teaching methodologies in the areas of Phonics, Comprehension, Grammar & Punctuation and Spelling, the learning process will be enhanced for all pupils
- Through teacher modelling of RUDE problem solving strategy, pupils will be enabled to discuss mathematical problems and understand the reasons behind each step in the process
- Through focussing on oral maths problems and word problems, pupils will develop higher order thinking and logic skills
- Pupils will develop strategies aimed at solving mathematical problems
- That the average score of problem solving will increase from 35% to 50% over the next 3 years

### Actions

State proposed actions (both existing and new) to improve LITERACY LEVELS

Action	Who?	When?	Resources?	Completed / ongoing?
<ul style="list-style-type: none"> <li>• Review the language opportunities currently being used throughout the school.</li> <li>• Focus on discrete language associated with specific curricular areas.</li> </ul>	All Staff	September 2013	Sunny Street (EDCO) Planet Maths/Mata sa Rang Selected resources within the school suitable for use	Ongoing
<ul style="list-style-type: none"> <li>• Phonics J.I. &amp; S.I. programme reviewed. School produced workbook completed. 1<sup>st</sup>. &amp; 2<sup>nd</sup>. Classes. Outline programme compiled, to be added to while in use 2013/2014</li> </ul>	All Staff  All Staff	September 2013  September 2013	Jolly Phonics J.I. & S.I. Workbooks  Jolly Phonics Selected resources within the school suitable for use	Completed  Ongoing

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<ul style="list-style-type: none"> <li><b>Comprehension</b> Outline programme compiled, to be added to while in use 2013/2014</li> </ul>	All Staff	September 2013	Selected resources within the school	Ongoing
<ul style="list-style-type: none"> <li><b>Grammar &amp; Punctuation</b> Outline programme compiled, to be added to while in use 2013/2014</li> </ul>	All Staff	September 2013	Selected resources within the school	Ongoing
<ul style="list-style-type: none"> <li><b>Spelling</b> Outline programme compiled, to be added to while in use 2013/2014</li> </ul>	All Staff	September 2013	Spellbound 1 & 2  Integration of spelling skills with other curricular areas	Completed  Ongoing

### Monitoring/Review

State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

- Teacher observation is a key tool which will be used in monitoring the progress of this Oral Language strategy.
- Areas to be added to will be discussed with DP termly
- Key observations will be noted and discussed at whole staff level
- Discussion at staff meetings and Croke Park Hour meetings re: feedback and the identification of new strategies and approaches
- Specific time will be allocated to the discussion and progress of the literacy programme during planning time and staff meeting
- Continuing professional development will be sought and staff encouraged to attend, to further develop teacher knowledge and skills and to keep abreast of best practice
- Parental Feedback will be sought through questionnaires, information evenings and at parent/teacher meetings
- Standardised tests will be given at end of each year and results will be discussed to further develop our 3 year plan.

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## **Success Criteria/Evaluation**

State how impact of actions on LITERACY LEVELS will be evaluated at the end of the three years

State how progress will be measured, using baseline and targets as guide

- Teacher observations will be noted and collated
- Class conferencing between teacher and pupils, pupils and pupils to gauge feedback
- Standardised testing at end of each year – data will be analysed over the three years to track performance
- Pupil questionnaires will be analysed to gauge how pupil feedback altered over the three year period
- Review of children's work samples, projects etc.