

**LITERACY**  
**INCHICORE NATIONAL SCHOOL**  
**ACTION PLAN 2017-2020**

TARGETS

- ❖ To maintain the efficient implementation of Write to Read as a basis for English literacy planning.
- ❖ To provide access to reading material from an extensive variety of sources.
- ❖ To supplement reading material that links literacy with the SESE plan.
- ❖ To review the school plan for English incorporating the elements of the New Language Curriculum.
- ❖ To incorporate the New Language curriculum in planning to improve oral language.
- ❖ Pupils scoring below their chronological age in language on the BPVS at the beginning of Junior Infants will improve by a minimum of 18 months at re-testing in one year.
- ❖ Writing workshop will be used as a whole school approach to developing interest and improving levels of writing literacy.
- ❖ Devise a whole school plan for Poetry to ensure that prior experience is developed as pupils move up through the school.
- ❖ Parental involvement with literacy will be expanded through initiatives linked to reading and writing.

<b>Programmes/ Initiatives to date</b>	<b><u>ACTION PLAN</u></b>	<b>Who?</b>	<b>When?</b>
Daily literacy Groups with in-class support from SEN team (W2R)	Use PM+ graded reading starting after Christmas in Junior Infants. From 1 <sup>st</sup> Class onwards use PM+ and class novels graded and appropriate to reading levels in classes. Have regular	Class teachers/ Resource teachers	Croke Park hour before commencement of new term. When devising yearly

	<p>meetings to discuss catering for individual needs and interventions required. Begin mixed ability groups in 3<sup>rd</sup> class. Introduce Read to Self in planning from 3<sup>rd</sup>-6<sup>th</sup> for a term. Support new teachers with elements of W2R and afford opportunity for CPD. Develop thinking through Bloom's Taxonomy so that children are guided to remember, understand, apply, analyse, evaluate and create when responding to oral and written text.</p>		and termly plans.
Jolly Phonics in Jun. Inf-1 <sup>st</sup>	Send home copy of Jolly phonics sounds on CD to support parents. Elicit support of HSCL teacher to demonstrate a lesson.	Post Holder/Eithne Kennedy  HSCL Maeve Teachers-Jun.Inf-1st	Early in Junior Infants. At PT meetings.
Writing workshop and comprehension strategies from W2R implemented	Set up writing workshop at least four days a week. Maintain writing portfolios, publish work regularly and change display of writing material around the school on a monthly basis. All pupils to produce 3 samples of writing from different genres to be passed on to next class level. Written reading response as homework.	Class teachers Post Holder	On-going and end of year
Reading Recovery for low-achieving pupils -2	The 2 trained RR teachers to complete a programme with at least 3 pupils and to	Joan Horan/Olivia Cunningham	School Year

teachers trained.	use the elements of the programme with other pupils in Learning Support and in the group setting of in-class support.		
Utilise reading material from a variety of sources	All pupils in the Junior end of school to get opportunity to use school library once a week and the pupils in senior classes to borrow books from the mobile library on Fridays and regularly from the school library. Graded PM+, PMs, novels, classroom, school, mobile and local libraries. Primary Planet in senior classes. Setanta Book Club and Book Fairs	SNAs, teachers, parents of infants  A.Denvir	Weekly  Termly/Yearly
Paired reading between Junior and Senior classes	Set up a session on a monthly basis. To be an important element of Friendship Week and Diversity Week across the school	Jun/Sen Inf and 5 <sup>th</sup> /6th	Monthly Celebration weeks
Whole School Spelling Programme	Every class from Senior Infants to 6th to use the programme daily and to test learning on Friday. Programme and testing to be differentiated where appropriate.	All teachers except Junior Infants.	Weekly

Levelled text in Junior classes and banded sets of novels from 1 <sup>st</sup> to 6 <sup>th</sup>	Replenish texts as required and requested to reflect levels, interests and learning. Provide Eithne Kennedy with Wish List to be funded by Deutsche Bank when offered. Select a wide range of reading material in a variety of genre.	Post Holder under guidance of W2R, St.Pats	On-going, in particular beginning and end of year.
Non- fiction texts for each class level to support linkage with SESE	Refer to the school plan for SESE for themes and supplement reading material with provision of non-fiction texts. Pupils will move from learning to read to reading to learn.	Post Holder	September
Literacy based activities for 15 minutes preceding break times i.e. Read - Alouds/ DEAR time, News in senior classes	All teachers to lead the pupils in either DEAR Time or Read Aloud during the 15 mins before lunch time as the pupils are eating.	Teachers	Daily
New Language Curriculum	Oral language to be improved by teaching Tier 2 words explicitly and increasing the engagement of pupils in oral language during literacy circle. Inclusion of an oral language group at literacy time at all class levels. Talk and discussion is a feature in every subject	Class Teachers/Resource teachers. Post Holder	Ongoing and at group time

	<p>lesson and teachers will explicitly teach 'subject specific' language in all subjects. Teachers to include an 'oral aspect' to assigned homework. Purchase new resources to support planning for oral language. Oral Literacy is an important component of Maths where children are encouraged to explain, justify and question, developing their higher order thinking skills.</p>		
Aistear	<p>To include the EAL teacher in in-class support during Aistear and to lead an oral language group during literacy groups in Junior and Senior Infants</p>	<p>Infant class teachers/ EAL teacher</p>	<p>All year in Infant classes</p>
Parental Involvement	<p>Give guidance to parents of younger pupils on pre-reading skills and provide tips in Infant pack. Involve all parents of J.I in Bedtime stories initiative. Invite parents of Infant classes to use the library after school on Mondays. Invite other parents to attend book fairs, literacy displays and Poetry Café. Direct parents to 'Help my Kid Learn' a National strategy for Literacy and Numeracy. Supply all families with a suggested reading list for the summer holidays.</p>	<p>HSCL-M. Hallissey Post Holder Class teachers SNAs</p> <p>Teachers, HSCL and Post Holder</p>	<p>Infant meeting, home visits Designated times of year depending on initiative</p>

	<b><u>MONITORING</u></b>		
	<p>Continue to get feedback at parent/teacher meetings from parents and regularly from teachers regarding pupil engagement</p> <p>Monitor data collected from standardised tests and feedback from W2R testing- Identify needs among pupils, identify high achievers. Use data to differentiate.</p> <p>Monitor testing data to ensure that teaching and learning initiatives are reflected by a rise in test scores over time.</p> <p>Test scores and comments on work are recorded on whole school basis and supplied on reports twice a year.</p> <p>Individual test scores will be discussed at SEN meetings in order to plan and support. Identify and address those below 20<sup>th</sup> percentile</p> <p>Parents will be invited to observe W2R groups in the classroom and to provide feedback.</p>	<p>Class teachers</p> <p>Post Holder, Anne Denvir, teachers</p> <p>A. Denvir, Post Holder</p> <p>Class teacher, Breda Mc Evoy, SEN group</p> <p>A.Denvir SEN team</p> <p>HSCL</p>	<p>November PT meetings</p> <p>Following testing At SEN meetings</p> <p>SEN meetings</p> <p>Beginning of year and termly</p>

	<p>Teachers will report work covered and progress made in reports.</p> <p>Teachers will liaise informally with Resource teacher regularly and at designated times during the academic year. IEPs will be reviewed in February.</p> <p>Feedback, discussion and working groups will monitor areas of literacy during Croke Park Hours.</p> <p>Through group work and literacy material we monitor children's learning and understanding.</p> <p>The post-holder for literacy will inform teachers of relevant information on literacy and will continually seek to support and gain insight into progress in reading, writing and oral language in all classes.</p>	<p>Teachers/Principal</p> <p>Working groups/Post Holder</p> <p>Teachers</p>	<p>On-going</p>
	<b>EVALUATION</b>		
	<p>Cumulative report issues to staff at staff meetings</p> <p>Gather information through survey on</p>	<p>Anne Denvir/Post Holder</p> <p>Post Holder/teachers</p>	<p>Staff meetings and emails to End of year Termly</p>

	<p>pupil engagement with literacy</p> <p>Monthly Progress reports</p> <p>Language scores of Junior/Senior Infants to be assessed using BPVS in September and target list devised</p> <p>Standardised tests/informal testing</p> <p>Teacher timetables and plans</p> <p>Evidence of successful integration of SESE in literacy through e.g. Projects</p> <p>An on-going display of an attractive bulletin board of W2R writing.</p> <p>Increase the number of pupils in the 50% band by 5% in the Drumcondra English test</p> <p>Test results of pupils as they finish the Reading Recovery programme.</p> <p>Evaluate attendance and uptake in initiatives that involve parents.</p>	<p>Breda Mc Evoy</p> <p>Post Holder/EAL teacher</p> <p>Class teachers/Anne Denvir Breda Mc Evoy/PH</p> <p>Teachers</p> <p>Post Holder</p> <p>Anne Denvir/J.Horan</p> <p>J.Horan/O. Cunningham</p> <p>HSCL</p>	<p>Monthly</p> <p>Designated testing time</p> <p>Monthly</p> <p>Termly</p> <p>Monthly</p> <p>After 16-20 weeks of instruction</p> <p>On-going records</p>
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	<p>Discuss the writing samples produced by all pupils from their previous year.</p> <p>Collate information on the use of the libraries. Monitor regular users and target those that don't.</p> <p>Informal feedback back on language gains and engagement of pupils in Aistear.</p> <p>Gather lists of books read during group time at each class level.</p>	<p>Class and resource teacher</p> <p>Class teachers/J.Horan and SNAs</p> <p>Infant teachers/ EAL teacher</p> <p>Teachers, Post Holder</p>	<p>Beginning of year to direct planning and end of year to inform reports.</p> <p>Reports</p> <p>End of year. Teachers to keep on-going list.</p>
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