

Scoil Naomh Iósaf School Improvement Plan: Literacy 2022-2026

Developed in Conjunction with the School's Engagement with the Primary Language Curriculum



<p>Summary of Key Strengths as Outlined in SSE Report</p>	<ul style="list-style-type: none"> • Effective teacher approaches and methodologies in operation across the school and a focus on quality learner experiences for the pupils. • A useful whole school Literacy Grid for English and Irish that supports teachers in their long and short term planning. The Irish Literacy Plan was introduced over a two year period: 2022/2023 and 2023/2024. • Additional/new resources purchased, including, class novels, picture books/comprehension boxes and Jolly Phonics Readers. • Professional Development Provided by the Principal and Post Holders on Reading Fluency, Teaching Spellings, Recount and Report Writing and the Transfer of Skills between Irish and English 		
<p>Summary of Key Areas for Consolidation and Improvement as Outlined in SSE Report</p>	<ul style="list-style-type: none"> • Continued implementation of the writing genres and comprehension strategies. • School Plan for Literacy – English and Gaeilge. • Transfer of skills between English and Irish (PLC) • Continue to focus on/develop our school approach to teaching spellings and phonics. • Increase the percentage of pupils scoring between the 17th and 50th percentile and the 85th to 98th percentile groups. Standardised scores in reading have not improved over the past 8 eight years, despite early interventions and Literacy Lift Off. Recently, this is due to the number of pupils from Ukraine, the Travelling Community and from Direct Provision who require additional literacy support. • Handwriting skills and neatness. • Organisation of picture books to support the implementation of the comprehension strategies. • Vocabulary development to ensure rich and caried vocabulary in both oral reading and writing. 		
<p style="text-align: center;">Improvement Targets</p>	<p style="text-align: center;">Required Actions <i>Related to Learning Outcomes, Teacher's Teaching and Learner Experiences.</i></p>	<p style="text-align: center;">Persons Responsible</p>	<p style="text-align: center;">Timeframe for Actions</p>
<p>By June 2025, children will be able to write competently in each genre appropriate to their class level in line with the learning outcomes in the Primary Language Curriculum, in both English and Irish.</p>	<ul style="list-style-type: none"> • Professional Development in relation to each of the writing genres in English and as Gaeilge (interlinked/transfer of skills). In house CPD followed by sharing of practice 'teach meet' style. • Writing Checklist available for each genre outlining the specific teaching features of the genre. The checklists should inform the focus 	<p>Post Holders for Literacy</p> <p>Post Holder</p>	<p>September 2022 onwards.</p> <p>September 2023</p>

	<p>for whole class writing lessons or mini lessons during a writing workshop.</p> <ul style="list-style-type: none"> • The key aspects of each genre should be included in the writing section of each Teacher's Long Term Plan for Literacy and used when teaching a genre to identify the key teaching points to be included in teachers' short term planning. • Ideas/Guidance for teachers on linking the Writing Genres to the Irish Themes • Teachers to use the seven step approach for teaching writing. 	<p>Post Holders for Literacy.</p> <p>Post Holders for Literacy.</p>	
<p>Update and Implement the School Literacy Plan for Gaeilge 2022-2023 (Phase 1) and 2023-2024 (Phase 2) by September 2022.</p>	<ul style="list-style-type: none"> • Updated Literacy Grid for English and Irish highlighting the key elements of oral language, reading, and writing to be implemented over the course of each year and interlinked with the appropriate PLC learning outcomes in English and Irish. 	<p>Principal Implemented by class teachers and SET.</p>	<p>September 2022 onwards.</p>
<p>Increase the percentage of pupils in the 17th to 50th percentile and 51st to 84th percentile on the Drumcondra Reading Test by 2% (from 34% respectively in June 2023) to 36% by June 2025.</p>	<ul style="list-style-type: none"> • Targeted assessment of pupils in senior infants to second class using the Two Peas Phonological Awareness Assessment (SI) and the Quick Phonics Screener (1st and 2nd). • Phonological awareness to be explicitly taught in junior infants from September to October each year. • Jolly phonics letter groups taught over a three week period, revised in week four and consolidated using the relevant Jolly readers. • Explicitly teach the word lists in the Jolly Readers. This will be complimented by lists of sight words from the Starlight readers. • Following the phonics screening in 1st and 2nd classes, teachers will use the UFLI resource to explicitly teach and reinforce essential vocabulary/spellings. This will be reinforced by SET for pupils with additional learning needs. • Starlight as 'challenging text' will complement the Jolly Readers. vocabulary will be pre-taught, discussed and displayed. The reader will be taught by teacher modelling, shared reading, echo reading, choral reading, pairs reading and individual reading. • The first week of each Aistear theme will focus on explicit teaching of required vocabulary, guided practice and class displays of words. 	<p>SET Team</p> <p>Junior Infant Teachers</p> <p>Junior and senior infant teachers.</p> <p>First and second class teachers and SET teacher.</p> <p>Infants to first class teachers and SET.</p>	<p>September 2023 onwards.</p>

	<ul style="list-style-type: none"> Literacy Lift Off will be targeted at first and second classes, using a station teaching approach with the PM Reading Resource (Four Stations: Word Work, New Reading, Familiar Reading and Writing). Pre-teaching vocabulary Thematic teaching using blocks of time in third to sixth classes integrating SESE with oral language, reading and writing. Explicit focus on teaching comprehension strategies both explicitly using picture books and using exemplars in the Starlight Programme and the Class Novel (Teachers should follow the Literacy Grid Plan for their class). Buddy Reading to be reintroduced across the school. This was requested by the Student Council in September 2022. 	<p>Class teachers. SET reinforcement for pupils with SEN.</p> <p>Postholder organiser and class teachers.</p>	<p>October 2022, 2023 and 2024</p>
<p>By June 2024, all pupils from third to sixth class will be proficient at using joined writing.</p>	<ul style="list-style-type: none"> Print SNI Handwriting booklet for all classes from 3rd to 6th Explicit teaching of the formation of the various letter groups, starting with small letters and progressing to include capital letters. 		<p>September 2023 and every Sept!</p>
<p>Most pupils will understand what they have read in both English and Irish, and demonstrate their understanding by using one or more comprehension strategies (e.g., answering questions, summarising, inferring, evaluating content etc.).*</p> <p>*Straitéisí Tuisceana will be introduced on a phased basis from September 2022 as outlined in the Literacy Planning Grid for Gaeilge.</p>	<ul style="list-style-type: none"> Continue to focus on the explicit teaching of comprehension strategies ensuring these are interlinked and taught simultaneously when children are familiar with the various strategies. Teach the Straitéisí Tuisceana as Gaeilge in line with Forbhreathnú Bliantúil – Gaeilge 2022 – 2024. Explicit teaching of spelling needs to be explored and a whole school approach to spelling considered. Evidence that spellings have been consolidated is not evident in the children’s writing. Organise a selection of picture books for each class that can be used for comprehension, fluency, highlighting key elements of writing and enjoyment. 	<p>All teachers and SET</p> <p>Principal</p>	<p>Ongoing from September 2022</p>
<p>By June 2025, the Literacy Plan will be updated to reflect:</p> <ol style="list-style-type: none"> The Primary Language Curriculum (PLC) Current practice, and, 	<ul style="list-style-type: none"> Literacy team to work on developing the Literacy plan for English and Irish. 	<p>Literacy Postholder Team in consultation with classroom teachers.</p>	<p>October 2023 – March 2024</p>

<p>3. The various actions undertaken in the enrichment of Teaching and Learning in English over the past few years.</p>			
<p>Spellings</p>	<ul style="list-style-type: none"> • Whole School Approach discussed and piloted in 2021. This was subsequently implemented in all classes in the 2022/2023 school year and reviewed in September 2023. • SWST assessment used to assess children’s current spelling ability and indicate areas for development. • UFLI Programme to replace Spellings Made Easy Programme in 1st and 2nd classes. • Quick Phonics Screener to be undertaken to establish baseline-data. • Whole School Approach to Spellings updated and disseminated to all staff. 	<p>AP 1 Post Holder</p>	<p>September 2023</p>
<p>Teachers will explicitly teach word work and vocabulary development to ensure pupils have a rich and varied vocabulary in both their oral language and writing.</p>	<ul style="list-style-type: none"> • CPD re. strategies for vocabulary development • Use of UFLI Resource in first and second classes for word work, blending, phonics and spellings. • Use of poetry and challenging text to enrich vocabulary. • Use of the picture books for each class level to highlight interesting vocabulary, sentence starters, adjectives etc. • Each class to have a WOW Word Wall. • Topic specific charts/displays of vocabulary relating to a specific topic or subject e.g., mathematical language, history topic etc. 	<p>Principal</p> <p>Class Teachers and SEN Team</p>	<p>January 2024 onwards</p>
<p>Success Criteria/Measurable Outcomes</p>	<p>Before and after samples of children’s writing in each genre show improvement in relation to the criteria outlined in the writing checklists.</p> <p>Children’s free writing reflects their class learning.</p> <p>An increase of 1% or 2% in the number of pupils scoring in the 17th to 50th percentile and 51st to 84th percentile respectively in the standardised test results year on year.</p> <p>Completed handwriting booklets and evidence of neat handwriting in copies/worksheets in line with the child’s fine motor skills and reflective of effort to improve.</p> <p>Teachers using the picture books in the Comprehension boxes to teach comprehension strategies, elements of writing and/or reading fluency.</p> <p>Children demonstrate understanding of reading material using a variety of comprehension strategies.</p>		

	<p>Teachers long and short term planning documents reflect the school literacy plan/grid and include relevant learning outcomes and teaching objectives.</p> <p>Interesting adjectives, adverbs, sentence starters, simile, rich vocabulary etc. evident in student's writing.</p> <p>An up to date Literacy plan is available to guide teachers in their long and short-term planning and is reflective of the PLC, current practice across the school and the various initiatives undertaken as part of the implementation of the PLC.</p> <p>The agreed approach to spelling and phonics is implemented across the school.</p>
Review Dates	<p>Progress in relation to the achievement of targets and the effectiveness of the various actions will be discussed at Leadership meetings.</p> <p>Ongoing review of the achievement of targets and the effectiveness of the various actions will also take place at staff Croke Park meetings throughout the year.</p> <p>An analysis of the standardised test results in June each year.</p> <p>Administration of the MIST in the second term of senior infants.</p> <p>Overview of the success of the school improvement plan to take place in June 2026</p>