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|  | | **2020/2021** | **2021/2022** | **2022/2023** |
| **Prioritised Area of Activity -**  ***Literacy*** | **Review** | Following the evaluation of our previous Deis Plan from 2017-2020 the following items were highlighted.   * SMART targets for improving reading literacy , We need to monitor and record testing data to ensure that teaching and learning initiatives are reflected by a rise in test scores over time. * Consistency in the teaching of Reading and Writing across our school. Upskilling of all teachers both class teacher and SEN in Write to Read. * Handwriting- Consistency required across the school and new plan to be developed. * Phonics Plan- We need to develop a new cohesive plan * Develop SMART targets for improving oral language development at different stages of the pupil’s school journey.   . | | |
| **Target(s)** | |  |  | | --- | --- | | * To reduce the number of pupils under the 12th-15th percentile in reading through use of targeted interventions * To create a baselineof the orthographic development of spellingusing the Words their way Programme. * To up-skill our current staff in the Write to Read programme through mentoring, collaborative planning and observations * To incorporate the New Language curriculum in planning to improve oral language development * 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 * To decide on a phonics plan for the school and create a new handwriting policy. |  | | | |
| **Action(s)** | |  |  |  |  | | --- | --- | --- | --- | | * Continue the Implementation of the ‘Write to Read’ Project. Writing workshop andcomprehension strategies from W2R implemented.. New teachers to receive training and observations and to avail of any support provided by the Write to Read team e.g workshops, summer courses, in school support * All pupils to produce 3 samples of writing from different genres to be passed on to next class level. Each child in the school will have a WTR assessment copy to be kept by Literacy co-ordinator * Use continuous assessment of the children’s writing and reading progress to inform planning through the use of rubrics, reading skills checklist, Grammar rubric, phonological skills checklists ,oral language checklists etc (regularly throughout the year) (see PDST recommendations and samples in Google drive) * Phonics Plan is to be discussed with staff and we will come up with a new plan to follow. * Words their Way: Assess children at 3 intervals during the year from 1st -6th in September,January and May in order to assess the progress of their orthographic development. These assessments should be recorded and kept for the next year. * Oral language: We have requested support from PDST to assist us in assessing the oral language development of the children at various points on their school journey.   We have further in-service to avail of in early 2021 for the New language curriculum.   * Shared Reading Project – Junior Infants Term 2 (Home school link) * Junior and Senior Infants to continue continue to to incorporate literacy (incl Oral Language) into AISTEAR as much as possible. * Literacy Week- different activities will take places throughout this week. We aim to highlight and promote the importance of reading and writing across the genres and to instil a love of reading and story telling in the children. We will have a Book Fair on this week also.  |  | | --- | | * The SEN team work in class on a a daily basis for literacy providing consistent support with Reading groups and in some cases Writing. Team teaching also occurs in some classrooms. * SEN team withdraw   any child that’s needs further literacy support and provides targeted interventions to them. We aim to reduce the number of children in 12th-15th percentile in Drumcondra test results. |  * We made a decision to stop the teaching of cursive writing in our school. Print handwriting will be taught from Junior Infants to 2nd class. It will be maintained by regular handwriting lessons from 3rd - 6th with a focus on neatness and good letter formation. * After Halloween Start Reading Partner Scheme –*(As recommended in NEPS Literacy-good practice guide)* e.g Some 6th class children with senior infants   Participation in a Reading Partners Scheme should have a number of benefits.   * + increased reading skill of learners and of helpers   + increasing confidence and self-esteem of helpers   + creating a positive attitude to reading for both parties   + Evaluate the benefits of the scheme and if there are things we can change for next year, * Levelled text in Junior classes and banded sets of novels from 1st to 6th * Decodeable texts have been purchased for children struggling to make progress with levelled texts. * Hi-lo readers have been purchased to cater for older children who struggle to keep up with class novels. * Jolly Phonics programme from Junior infants to 1st class(for the first term) * Trial ‘Sounds like Phonics’ in junior infants for one year. Assess outcome of trial in April 2021   Discuss with teachers about planning for alphabetics and creating a new phonics policy.   * Access to a good range of non-fiction books. A box of high quality non-fiction texts available for rotation from 4th-6th. * A stock of mentor texts for teachers to use as a tool for teaching reading comprehension strategies and writing genres will be developed. * Training and Observation: Ensure that teachers are teaching guided reading in a uniform approach across the school whether its PM readers or Novels. * New Language Curriculum: \*Oral language to be improved by teaching Tier 2 and Tier 3 words explicitly and increasing the engagement of pupils in oral language during ***literature circle*s**. Inclusion of an oral language group at literacy time at all class levels. \*Talk and discussion is a feature in every subject lesson and teachers will explicitly teach ‘subject specific’ language in all subjects. Purchase any new resources required 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. * Children in Junior infants will be tested on their vocabulary at the start and end of the year and we will endeavour to provided targeted language support children who need it. We will use the ***British Picture vocabulary Scale*** to test this. * We have a selection of picture books in different languages for parents of children with EAL . This should be particularly beneficial at infant level. | * Continue the Implementation of the ‘Write to Read’ Project. Writing workshop and comprehension strategies from W2R implemented. . New teachers to receive training and observations and to avail of any support provided by the Write to Read team e.g workshops, summer courses, in school support * All pupils to produce 3 samples of writing from different genres to be passed on to next class level. Each child in the school will have a WTR assessment copy to be kept by Literacy co-ordinator * Use continuous assessment of the children’s writing and reading progress to inform planning through the use of rubrics, reading skills checklist, Grammar rubric, phonological skills checklists ,oral language checklists etc (regularly throughout the year) (see PDST recommendations and samples in Google drive) * Phonics Plan is to be discussed with staff and we will come up with a new plan to follow * Words their way: Assess children at 3 intervals during the year from 1st-6th in September, Januaryand May on order to assess the progress of their orthographic development. Compare with the following year and note any pattern as to what stage the children should be the children should be in May. * Oral Language: Start developing a way of tracking childrens oral language development across their school journey in accordance with advice received from PDST. * Shared Reading Project – Junior Infants Term 2 (Home school link) * Junior and Senior Infants to continue continue to to incorporate literacy (incl Oral Language) into AISTEAR as much as possible. * Literacy Week- different activities will take places throughout this week. We aim to highlight and promote the importance of reading and writing across the genres and to instil a love of reading and story telling in the children. * The SEN team work in class on a a daily basis for literacy providing consistent support with Reading groups and in some cases Writing. Team teaching also occurs in some classrooms. SEN team withdraw   any child that’s needs further literacy support and provides targeted interventions to them..   * Evaluate the progress of our plan for handwriting. Is it working? * After Halloween Start Reading Partner Scheme –*(As recommended in NEPS Literacy-good practice guide)* e.g Some 6th class children with senior infants   Participation in a Reading Partners Scheme should have a number of benefits.   * + increased reading skill of learners and of helpers   + increasing confidence and self-esteem of helpers   + creating a positive attitude to reading for both parties   + Evaluate the benefits of the scheme and if there are things we can change for next year, * Levelled text (PM+) in Junior classes and banded sets of novels from 1st to 6th * Decodable texts will be used for children struggling to make progress with levelled texts. * Hi-lo readers have been purchased to cater for older children who struggle to keep up with class novels. * Phonics: Go with the plan chosen in 2020. Evaluate progress at the end of the year. * Access to a good range of non-fiction books to link in with SESE * Training and Observation: Ensure that teachers are teaching guided reading in a uniform approach across the school whether its PM readers or Novels. * Access to a good range of non-fiction books.   + Levelled non-fiction readers from j.infants to 3rd   + A box of high quality non-fiction texts available for rotation from 4th-6th. * A stock of mentor texts for teachers to use as a tool for teaching reading comprehension strategies and writing genres will continue to be developed. Continue to gather and assess if they have been a useful tool for the teachers to use. * 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 lesson and teachers will explicitly teach ‘subject specific’ language in all subjects. Purchase any new resources required 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. * Children in Junior infants will be tested on their vocabulary at the start and end of the year and we will endeavour to provided targeted language support children who need it. We will use the ***British Picture vocabulary Scale*** to test this. * Children in Senior infants will be re-tested to see how much progress they have made. Those that still fall below their age based score will receive language support. * We have a selection of picture books in different languages for parents of children with EAL . This should be particularly beneficial at infant level. | * Continue the Implementation of the ‘Write to Read’ Project. Writing workshop and comprehension strategies from W2R implemented. . New teachers to receive training and observations and to avail of any support provided by the Write to Read team e.g workshops, summer courses, in school support * All pupils to produce 3 samples of writing from different genres to be passed on to next class level. Each child in the school will have a WTR assessment copy to be kept by Literacy co-ordinator * Use continuous assessment of the children’s writing and reading progress to inform planning through the use of rubrics, reading skills checklist, Grammar rubric, phonological skills checklists ,oral language checklists etc (regularly throughout the year) (see PDST recommendations and samples in Google drive) * Phonics Plan is to be discussed with staff and we will come up with a new plan to follow * Words their way: Assess children at 3 intervals during the year from 1st-6th in September, Januaryand May on order to assess the progress of their orthographic development.   It should become evident this year from scoring the assessments and identifying patterns which stage the children should be at in their class level. This is the baseline and should be used to assess children from this point forward.  Oral Language: Start tracking the oral language development of the children from Junior infants .   * Shared Reading Project – Junior Infants Term 2 (Home school link) * Junior and Senior Infants to continue continue to to incorporate literacy (incl Oral Language) into AISTEAR as much as possible. * Literacy Week- different activities will take places throughout this week. We aim to highlight and promote the importance of reading and writing across the genres and to instil a love of reading and storytelling in the children. * The SEN team work in class on a a daily basis for literacy providing consistent support with Reading groups and in some cases Writing. Team teaching also occurs in some classrooms. SEN team withdraw   any child that’s needs further literacy support and provides targeted interventions to them.   * Continue with the Reading Partner scheme. We should see a number of benefits on this 3rd year of implementing the scheme.   + increased reading skill of learners and of helpers   + increasing confidence and self-esteem of helpers   + creating a positive attitude to reading for both parties * Levelled text in Junior classes and banded sets of novels from 1st to 6th * Decodeable texts have been purchased for children struggling to make progress with levelled texts. * Hi-lo readers have been purchased to cater for older children who struggle to keep up with class novels. * Phonics: Continue with \_\_\_\_\_\_\_\_\_\_\_. * Access to a good range of non-fiction books.   + Levelled non-fiction readers from j.infants to 3rd   + A box of high quality non-fiction texts available for rotation from 4th-6th. * Training and Observation: Ensure that teachers are teaching guided reading in a uniform approach across the school whether its PM readers or Novels. * 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 lesson and teachers will explicitly teach ‘subject specific’ language in all subjects. Purchase any new resources required 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. * Children in Junior infants will be tested on their vocabulary at the start and end of the year and we will endeavour to provided targeted language support children who need it. We will use the ***British Picture vocabulary Scale*** to test this. * Children in Senior infants will be re-tested to see how much progress they have made. Those that still fall below their age based score will receive language support.   Staff will assess if this is a worthy assessment of vocabulary and should be continue it.   * We have a selection of picture books in different languages for parents of children with EAL . This should be particularly beneficial at infant level. | |  |  |  | | | |
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| **Monitoring** | **When**: Daily, weekly, monthly, termly, yearly  **How:**   * Through standardised tests administered in May each year. Monitored by Literacy coordinator/Class teacher/SET and reported back to Principal and staff. * Collaborative planning between Learning Support team and class teachers. * Individual progress through standardised tests and specific skills tests set by teachers throughout the year * An on-going display of an attractive bulletin board of W2R writing * Teacher timetables and plans   **Who**: All staff members | | |
| **Evaluation** |  | | |