

Our School Improvement Plan : Literacy

Summary of Main Strengths as identified in S.S.E

- Love of Reading & Writing indicated by 92% of children in survey.
- Drumcondra Reading Test Results above National Averages
- Individual Needs of Pupils consistently incorporated into lessons
- Graded School Library
- Wide Range of Approaches and Materials indicated in teacher feedback.
- Parents' Positive View (95% in surveys)

Summary of Main Areas requiring improvement as identified in S.S.E.

The following areas are prioritised for improvement:

A whole school approach to the teaching and assessment of writing skills and different genres to be developed.

A standardised whole school approach to correction of written work and the use of editing approach and symbols for writing to be agreed and introduced.

Develop free writing from Senior Infants to 6th class inclusive.

Encourage input from home into consolidating children's writing skills fostered in school.

Developing an increased grammatical and spelling accuracy at each class level.

Target class (Senior Infants) for priority Literacy support.

Supporting exceptionally able students

<p>Improvement Targets</p>	<p>Over three years a minimum of 85% of children will write fluently in all six genres.</p> <p>The use of an objective standardised assessment of writing (Drumcondra Writing Profile) by tracker children at Senior Infant, 2nd Class and 4th Class levels to be introduced. Tracker children to improve by at least one indicator each year.</p> <p>Develop an increased grammatical and spelling accuracy in writing by agreeing the main features of grammar/punctuation to be taught at each class level.</p> <p>Free writing to be timetabled and monitored in all classes</p> <p>Provide a suitable tip sheet on writing skill development for parents.</p> <p>Engage Literacy programme to be implemented in Senior Infant classes.</p> <p>Support exceptionally able students through differentiation, accelerated reading, quizzes, ICT and independent research projects. These children to maintain current Sten scores in Drumcondra Reading Test and Sigma T Maths test.</p>
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Year 1 Actions (2013-2014)	Year 2 Actions (2014-2015)	Year 3 Actions (2015-2016)
<p>Administer Drumcondra Writing Profiles to all Tracker Pupils to support Teaching and Learning and to provide further analysis of areas of concern.</p> <p>Adopt a Whole School Approach for written language development and progression (focus on</p>	<p>Review and amend as necessary the whole school plan for written language.</p> <p>Engage Literacy Programme to be implemented in Senior Infants using as many staff as possible to assist in group work.</p>	<p>Pupils will complete a portfolio of their written work during the school year.</p> <p>Opportunities to be provided for children to write for real purposes and real audiences Eg. Articles for newsletter, class book for younger children.</p>

<p>skill development)</p> <p>Developing a systematic approach to teaching the various genres at whole school level. (eg Which genres to be taught at each level, integration with other subjects)</p> <p>Draw up a whole school approach to correction of written work using editing symbols to be used in each class.</p> <p>Introduction of a hardback copy to show continuous development of published writing in different genres as children go through each class.</p> <p>Each teacher to develop a list of stories which demonstrate each writing genre.</p>	<p>Parents meetings for Infants to discuss programme for the year.</p> <p>Free Writing to be timetabled on a regular basis in each class.</p> <p>Provision of a tip sheet to parents through school during the year. Feedback from parents on writing at Parent Teacher meetings.</p> <p>Invite in a guest writer.</p> <p>Draw up and begin to implement a policy on Exceptionally Able Pupils</p>	
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<p>Success Criteria / Measurable Outcome</p>	<p>Improvement of Tracker children by at least one indicator each year in relation to Drumcondra Writing Profiles.</p> <p>Teacher observation indicates a greater ability and improved use of written language amongst children.</p>
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	<p>Each pupil will have written fluently in three focus genres in his/her writing profile (hardback) copy.</p> <p>By the end of 2014/2015 school year each pupil will have completed a free writing profile in his/her free writing copy.</p> <p>Pupils will achieve a minimum Reading Accuracy Rate of 95% in the diagnostic assessment following the Engage Literacy programme.</p> <p>By the end of 2014/2015 school year standardised correcting/editing procedure will be in use in all classes.</p> <p>Exceptionally able children will produce a minimum of two independent research projects during the 2014/2015 year. They will also have maintained their Sten scores in Standardised Tests.</p>
<p>Review Dates</p>	<p>Continuous Review of S.I.P at every Staff Meeting (5-10min)</p> <p>Official review of S.I.P at end of each school year (June 2014, June 2015 and June 2016)</p>