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| **Targets****Overview of three year Improvement plan for English****Bishop O’Brien N.S** |
| * To strengthen and develop the whole school approach to the teaching of literacy by having an agreed approach to the teaching of writing in the following areas, writing genre, oral language and vocabulary, handwriting, spelling and grammar.
* To enable children to write in all seven genre
* To improve and broaden children’s vocabulary which will in turn improve their writing skills.
* To increase the number of pupils who read back over their writing to self-edit from 55% to 75% over three years
* To increase the number of children who plan their writing beforehand from 27.8% to 75% over three years
* To increase the number of children who consciously use interesting sentence openers and connecting words from 26.4% to 60% over three years.
* To increase the number of children who consciously try to use interesting words and phrases in their writing from 44.4% to 75% over three years
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| **Baseline data/evidence** |
| * Drumcondra reading and spelling assessments were analysed using the PDST analysis tool
* Writing samples were collected from six tracker children at all levels and examined in detail by staff
* Parent and pupil surveys were carried out on Google Forms
* A teacher focus group was carried out to assess all data and discuss the teaching of the various aspects of literacy in the school
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| **2015-2016 actions** | **2016-2017 actions** | **2017-2018 actions** |
| * Analysis of Drumcondra spelling and reading tests from May 2015
* Gather writing samples from tracker children in May 2016
* The **First Steps approach** (familiarisation, modelled, guided, shared, independent) to the teaching of writing genre will be used to ensure consistency in the teaching of writing across all classes.
* The children will experience writing in a number of genres across the school year including **recount, narrative and report.**
* Writing for each genre will be planned using agreed **frameworks**
* Children will edit their writing by conferencing with the teacher using agreed editing symbols and teacher devised editing checklists.
* Children will be aware of the criteria the teacher is looking for in their writing- Proper structure and planning, evidence of editing grammar/spelling, use of good sentence starters, connectives, juicy words and phrases etc
* A **free writing copy** will be introduced at each class level.
* A conscious and consistent effort will be made to draw children’s attention to interesting words and phrases they come across in their reading and writing. A ***Juicy Words*** ***and Phrases*** chart will be used in each class room and children will be rewarded for use of their Juicy words in their writing and spoken language
* Specific lessons will be carried out on alternative words for **‘over used words’, ‘sentence starters and connecting words’** and charts will be displayed in the classroom .
* The **First Steps** approach to the teaching of oral language will be used and will tie in the writing genre being worked on- ie. Report writing will link with oral reports.
* **Jolly Grammar 1 and 2** to be implemented fully in first and second class. **Jolly Grammar 3** to be implemented in third and fourth class.
* An agreed approach to learning spelling from first to fourth class will be introduced-**Look and say, look and spell, cover, write and check*.***
* Parents are invited to meet with school staff in before the end of October 2015 to discuss how best to approach reading, writing and literacy homework.
* **Handwriting schemes** will be assessed and whole school approach to handwriting will be discussed at staff level- to be implemented next year.
* Implementation of three comprehension strategies- ***Prediction***, ***Visualisation*** and ***Making Connections***- from the Building Bridges of Comprehension programme from infants to sixth class which will further improve children’s comprehension skills along with improving their vocabulary and general oral language skills
* Children will be encouraged to use their strategies which are taught explicitly in the **Building Bridges** programme, across the curriculum in any encounter with text. The strategies will also act as a scaffold for their writing.
* Anchor charts will be displayed in each class room to reinforce and encourage use of the strategies ***Prediction, Visualising and Making Connections.***
 | * Analysis of standardised test results from May 2016
* Analyse writing samples from tracker children in May 2016
* Continue the **First Steps** approach to writing and explicitly teach five genre this year- **Explanation, Procedure, Persuasive and Narrative**
* Use of agreed **frameworks** for writing
* Continue to make children aware of criteria for good writing
* Continue work on sentence starters, connectives, over-used words, juicy words and phrases
* Continue use of **editing checklists/ symbols** etc
* Continue use of **free writing copy**
* Introduce **writing portfolio** from first to sixth
* Undertake **We Are Writers**initiative with Scholastic
* Agreed handwriting scheme rolled out across the school
* Continue **First steps**

approach to **oral language** linking oral language to writing genre and using same structure to teach( familiarisation, modelled, guided, independent)* **Building Bridges** strategies ***Prediction,*** *V*isualising and Making Connections will be continued in Junior and Senior infants
* Building bridges strategies ***Questioning and Clarifying and declunking*** to be introduced from 1st to 6th class
* Children’s attention will be drawn to prefixes, suffixes and **root words** to enable them a greater ability to ‘declunk’ (decode) unfamiliar words. A list of suffixes and prefixes to be targeted from 3rd to 6th will be drawn up and a plan on which to cover in each year/ class level.
* All above strategies will be undertaken in 3rd to 6th class along with the additional strategy ***Determining Importance*** and ***Inference***
* **V.I.P** (very important points) **strategy** will be introduced in the senior classes which will coincide with the introduction of the Building Bridges strategy of ***Determining Importance***
* Children will continue to be encouraged to use their Building Bridges Strategies across the curriculum.
* **Anchor charts** for the new Building Bridges strategies will be displayed in each classroom.
* Parents invited to meet with school staff in September 2016 to discuss how best to help their children with homework
* **Jolly Grammar 4** introduced to fourth, fifth and sixth class
* The agreed approach to learning spelling will be extended up to sixth class-**Look and say, look and spell, cover, write and check**
 | * Analysis of standardised reading and assessment results from May 2014
* **First Steps** approach to be continued in writing and oral language
* **All seven genre** covered in the year
* Children encouraged to give presentations of oral and written work at assembly.
* **Building Bridges of Comprehension strategies** of ***Prediction,* Visualising** and ***Making Connections*** will be continued in Junior and Senior infants
* Building bridges strategies ***Questioning and Clarifying*** to be continued in 1st and 2nd class
* All the above strategies together with ***Determining Importance*** to be continued in 3rd to 6th class along with ***Synthesising* (**using all strategies )
* Children will continue to be encouraged to use their Building

 Bridges Strategies across the curriculum.* The juicy words and phrases charts will be continued.
* Children in the senior classes will be encourage to use a **Thesaurus** on a regular basis when writing.
* Lessons on **over used words** will be continued.
* Targeted spelling lists will be continued.
* **Jolly Grammar 5** introduced in 5th and 6th
* Children will be encourage to enter spelling competitions such as **Spelling Bee**
* Continue to promote good handwriting throughout the school. Children may enter **handwriting competitions**.
* Children encouraged to enter **creative writing competitions**
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| **2015-2016 Year Plan to improve Literacy** |
| **Target(s)*** Children will write confidently in three writing genre; Report, Narrative, Recount
* Children will edit and redraft their written work with the aid of editing checklists and symbols
* Children’s spelling and grammar will improve through use of Jolly Phonics/Jolly Grammar schemes
* Children will be confident and competent in three oral language text types- Oral reports, Storytelling and Anecdotes and Retelling
* Children from first to fourth class will use the *Look and say, Look and spell, Cover, write and check*method to learn spelling
* Children will have an awareness and understanding of the concept of audience when working with writing and oral language genre.
* Children will broaden their written vocabulary through use of the Juicy words and phrases and by editing their own work.
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| **Actions** |
| **Actions** | **Who** | **When** | **Resources** | **Completed/****Ongoing** |
| * *Workshop for all teachers on the writing genre using first steps approach*
* *Implement the First Steps approach for writing genre fully from 1st to 6th for report, recount and narrative*
 | Mary EnglandAll teaching staff | September 2015October 2015- June 2016 | * *Workshop for all teachers on the writing genre using first steps approach*
* Prim Ed writing posters and books
* PDST books on writing genre
* Power point and hand outs from workshop
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| * *Implement agreed approach to learning spelling*
* *Implement structured phonics/spelling grammar programme from infants to fourth class*
* *October 2015 to show them the approach to reading and spelling home work*
 | All teaching staffAll teaching staffJoanne | September 2015September 2015October 2015 | * Jolly Grammar spelling lists
* Teacher designed spelling lists from 3rd to 6th
* Prim Ed writing genres posters
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| * *Building Bridges strategies of Prediction, Visualising and making connections to be introduced in each class*
 | All Staff | January 2016 | * Anchor charts to be made by teachers for each of the strategies.
* Building Bridges DVD and Book
* Purchase picture books etc
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| * *Juicy word/ Phrases charts to be displayed in each class room.*
* *Display charts with alternatives for over used words/ good sentence starters and good connecting words in the classrooms*
 | All Staff | Throughout the school year 2015-2016 | * English readers/ novels/ Building Bridges books
* Teacher designed posters
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| * *Implement structured approach to teaching Oral language- to be linked with writing genre*
 | All Staff | October 2015 | * PDST Oral Language Book
* First Steps Book for Speaking and Listening
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| * *Assess handwriting schemes and agree on approach throughout the school*
 | All Staff | March 2016 | * Samples of handwriting books
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| **Monitoring/Review*** Teacher observation is a key tool which will be used in monitoring the progress of this literacy strategy. Key observations will be noted and discussed at whole staff level
* Professional reflection section on Cuntais Mhíosúla will be used to gauge feedback also
* 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 our 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
* Pupil feedback will be sought through questionnaires and incidentally throughout the year
* Parental Feedback will be sought through questionnaires and at parent/teacher meetings
* Standardised Micra T test / Drumcondra English will be given at end of each year and results will be discussed to further develop our 3 year plan.
* Writing samples will be collected and analysed at whole staff level yearly
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| **Success Criteria/Evaluation*** Teacher observations will be noted and collated
* Survey of parents repeated
* Analysis of writing samples
* Standardised testing at end of each year in English and in spelling– data will be analysed over the three years to track performance
* Pupil and parent questionnaires will be analysed to gauge how pupil feedback altered over the three year period
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