

School Improvement Plan for Literacy

April 2015

(2015-2018)

Baseline data	<p>A WSE report in April 2012 identified scope to develop oral language competencies across all levels in the school.</p> <ul style="list-style-type: none">• Data from the pupil questionnaires identified the following information: Only 55% of children like to speak in front of the class• 64% of children feel they make mistakes in front of people they don't know• 21% of children report that they never discuss books at home <p>➤ The factors children reported as being helpful to becoming better speakers were: practise in small groups, practise at home, practise in front of a camera/ipad, to communicate with others and let 6th class help children who are struggling in other classes. Do more book reviews.</p> <p>➤ Teachers report that they would like to see improvements in the area of Oral Language skills. Teachers report that pupils do not always communicate clearly and confidently orally, and seem reserved when speaking.</p> <p>➤ Teachers' observation suggests that pupils' vocabulary, non-verbal skills of language and use of spoken language needs to be extended. Teachers feel the need to develop pupil confidence when speaking in smaller and larger groups.</p> <p>➤ Parents identify the following as suggestions as to how the school can help with speaking and listening skills:</p> <ul style="list-style-type: none">• Debating activities• Making parents more aware of how they can help at home• Memory games• Drama activities• Vocabulary development• Develop social coping skills for everyday life• A graded developmental speaking/listening programme across all classes.
Strengths identified	<p>➤ Standardised test results highlighted the following results: Scores for 2014: 11.5% of children scored between 90th and 100th percentiles, 28% of children scored between the 75th and 89th percentiles, 44.5% of children scored between 25th and 74th percentile,</p>

	<p>6.5% of children scored between 15th and 24th percentiles and 9.5% of children scored between 0 and 14th percentiles 1st-6th Class: 31% of children scored Sten 7 and above.</p> <ul style="list-style-type: none"> ➤ Teachers report that they are generally happy with the reading attainment of children in their classes as reflected in the MICRA T test results. ➤ Teachers highlighted the positive impact of the following on the teaching of Literacy across the school e.g. Station teaching, Aistear programme implemented in the junior classes, Senior pupils scribing in the junior classes, Spelling Bee, Book Week incorporating a full week of activities where classes pursue book related activities ➤ A yearly poetry competition ran by the Parents' Association called the <i>Michelle Glancy Memorial Poetry Competition</i> for 4th Class children. ➤ Completion and publication of <i>We Are Writers</i>- a compilation of short stories and poems. Each child submitted a poem and a story ➤ 4th Class engage in speaking forums ➤ The school hosts Grandparents' Day where classes get an opportunity to recite poetry and engage in conversations with grandparents. 6th Class students engage in <i>Meet and Greet</i> exercises with the grandparents. ➤ A WSE report in 2012 highlighted the following strengths very good quality of teaching and learning in Literacy: <p>Most pupils read with confidence and competence</p> <p>Broad range of reading material, including suitable novels.</p> <p>Effective teaching of letter formation and handwriting.</p> <p>Teaching a broad range of genres</p> <p>Considerable success in composing, editing and publishing their own work.</p> <p>Good quality drama lessons with effective use of drama games, role play, still images and hot seating.</p>
<p>Summary of main areas requiring improvements</p>	<ul style="list-style-type: none"> • Pupils need access to more dedicated <u>time</u> for Oral Language. • Oral Language needs to be developed through a <u>thematic approach</u> as recommended by a WSE report • A wider <u>range</u> of Oral Language Skills (verbal and non-verbal) needs to be developed • Development of <u>vocabulary</u>.

Improvement Targets (2015-2018)	<ul style="list-style-type: none"> • By the end of June 2018, all pupils from 1st Class to 6th Class will make an oral presentation based on the named oral text types, displaying the specific language features and skills as highlighted in the teacher designed checklist for oral text types. • To decrease the percentage of pupils who report that they feel uncomfortable speaking at public events from by 64% to 60% by June 2017 • To increase the percentage of children who like to speak in front of their class from 55% of 61%. 		
	Year 1	Year 2	Year 3
Required Actions	<ul style="list-style-type: none"> • As Aistear has been formally introduced in the junior classes, pupils will continue to develop the skills of oral language through a thematic approach. • Display the appropriate vocabulary associated with the relevant Aistear theme in the junior classroom. • Children in the junior classroom will continue to use the relevant and taught vocabulary associated with the <i>Aistear</i> themes. • Explicitly teach and develop the skills of speaking and listening. These will include an awareness of the broad rules that govern social interaction: turn-taking, holding the floor, politeness, use of voice and tone, eye contact and appropriate proximity. Teacher modelling of appropriate demonstration of these skills. Children are encouraged 	<ul style="list-style-type: none"> • Design specific oral language rubrics/checklists for teacher assessment of children’s use of oral text types. Checklists will define the specific language structures and features as well as skills to be displayed by the pupils. These will include the verbal and non-of verbal skills of speaking and listening. • Display the appropriate vocabulary associated with the relevant Aistear theme in the junior classroom. • Children in the junior classroom will use the relevant and taught Aistear language. • Continue to explicitly teach and develop the skills of speaking and listening. These will include an awareness of the broad rules that govern social interaction: turn-taking, holding 	<ul style="list-style-type: none"> • Engage the children in formal self-assessment through the use of pupil friendly checklists and rubrics. • Use specific oral language rubrics/checklists for teacher assessment of children’s use of oral text types. Checklists will define the specific language structures and features and skills to be displayed by the pupils. These will include the verbal and non-of verbal skills of speaking and listening. • Display the appropriate vocabulary associated with the relevant Aistear theme in the junior classroom. • Children in the junior classroom will use the relevant

	<p>to follow the drama contract which advocates many of these skills.</p> <ul style="list-style-type: none"> • To plan and teach specific oral text types to include the following: Oral Reports, pair work, debates, giving instructions, interviewing, storytelling in poetry/story/Reader's Theatre. • Provide opportunities on a regular basis for children to speak in front of their peers/in small group settings/in pairs. • Each pupil will make an oral presentation on the relevant text types. (See yearly plan for Oral Language for individual classes). Pupils will pay attention to the relevant language features and skills associated with each particular text type. • To teach grammar through meaningful contexts in conjunction oral language activities: past tense, time conjunctions present tense, nouns, adjectives, adverbs, prepositions. 	<p>the floor, politeness, use of voice and tone, eye contact and appropriate proximity. Teacher modelling of appropriate demonstration of these skills.</p> <ul style="list-style-type: none"> • Display living charts in the classroom to capture the mannerisms associated with effective speaking skills such as the non-verbal behaviours in the senior room. • To teach oral language text types explicitly • Provide opportunities on a regular basis for children to speak in front of their peers/in small group settings/in pairs. • Each pupil will make an oral presentation on the relevant text type. (See yearly plan for Oral Language for classes). Pupils will pay attention to the relevant language features and skills associated with each particular text type. • To continue to teach grammar through meaningful contexts 	<p>and taught Aistear language.</p> <ul style="list-style-type: none"> • Continue to explicitly teach and develop the skills of speaking and listening. These will include an awareness of the broad rules that govern social interaction: turn-taking, holding the floor, politeness, use of voice and tone, eye contact and appropriate proximity. Teacher modelling of appropriate demonstration of these skills. • Display and refer to living charts in the classroom to capture the mannerisms associate with effective speaking skills such as the non-verbal behaviours in the senior room. • To teach oral language text types explicitly • Provide opportunities on a regular basis for children to speak in front of their peers/in small group settings/in pairs. • Each pupil will make an oral presentation on the relevant text type. (See yearly plan). Pupils will pay attention to the relevant language features and skills associated with each particular text type.
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	<p><u>Monitoring/Evaluation</u></p> <p>When?</p> <p>Monthly discussion among staff members surrounding progress in the area of oral language development, including their speaking and listening skills</p>	<p>Who?</p> <p>Class teachers</p>	<p>How?</p> <p>Teacher discussion</p> <p>Teacher Checklists</p> <p>Teacher Observation of children's oral presentations and observation of speaking and listening skills</p> <p>Staff meetings/discussions</p>

**Success Criteria / Measurable Outcomes
(2015-2018)**

- Teachers will observe more positive attitudes towards speaking in class through pupils' oral presentations
- The use of rubrics/checklists among teachers and pupils
- The use of Speaking and Listening Living charts in the class
- Teacher observation of pupils' ability to demonstrate verbal and non-verbal skills for speaking and listening
- Development of language skills and language features specific to each oral text type