

**St. Cronan's N.S.,
Lusmagh,
Banagher,
Co. Offaly
Roll No:12294M**

**School Improvement Plan
Literacy 2014-2016**

Baseline data / Evidence

- Micra-T and Sigma-T results over the past two school years were analysed and compared with national norms. It was found that in numeracy the school was performing above the national average while in literacy we were slightly below the average from the 51st percentile and upwards.
- Teacher observation and teacher-designed tasks.
- Pupil questionnaire- we gave the children from 3rd class to 6th class a questionnaire on oral language.
- Drumcondra profile (oral language) was completed on target children in each class throughout the school.
- A parent survey on literacy in general was carried out.

Strengths	Concerns
<ul style="list-style-type: none">• The school is performing well in numeracy.• As regards reading, we feel fluency and accuracy in reading is of quite a high standard.• Handwriting in the school is quite satisfactory.• Our Buddy Reading program has had a positive impact on children's attitude to literacy.• All writing genres are being covered throughout the school.• The introduction of the Hands-On Phonics program has proved effective from 1st to 6th Classes.• Our drama program has been very successful.• In the infant classroom, there is ample opportunity for oral expression and language development.	<ul style="list-style-type: none">• Listening skills need improvement.• Questioning (from the children) to obtain information• The children's descriptive vocabulary was not extensive.• The delivery of poems/reports was weak.• Taking turns in class.

Target(s)

Our targets are based on the elements of “The Five Components of Effective Oral Language Instruction”. (PDST)

- To improve the children’s listening skills and turn-taking
- To improve the use of appropriate questions to elicit information from the teacher or fellow pupils (both formal and informal)
- To increase the descriptive vocabulary bank of the children and encourage the use of this vocabulary in all subject areas
- To build confidence in the children in oral delivery of personal experiences.
- To assist the pupils to recite poetry off by heart
- To increase the use of increasingly elaborate sentence structure as the children progress through the school.

Year 1 Actions	Year 2 Actions	Year 3 Actions
<ul style="list-style-type: none"> • To acquire more oral language resources throughout the school in order to create an improved language learning environment. • To create a booklet of rhymes and poems which can be added to each year as the child progresses through the school. • To implement a listening skills program throughout the school 	<ul style="list-style-type: none"> • To review the actions in year one and evaluate the results • To reinforce the work of year one and embed the material previously covered. • To invite a poet or author to visit the school and make this an annual event • To organise poetry workshops to encourage the children to write their 	<ul style="list-style-type: none"> • To evaluate the actions of year 2 • To continue the programs initiated in years 1 and 2 eg. Buddy reading, poetry workshops etc. • To promote interschool activities involving oral language. This could be done through exchange visits or using ICT. Public speaking, debates, presentations, podcasts etc would be central to these exchanges.

<ul style="list-style-type: none"> ● To include in our timetable one hour of discrete oral language lessons ● Teachers to put more emphasis on the planning of the oral language section of the English curriculum ● To provide more opportunities to the children to make a variety of oral presentations to the children in their own classes, in other classrooms and to parents for example reports, storytelling, interviews, debates etc. ● To use Buddy reading time each week to promote more discussion/ questioning of the books being read ● Teachers to be encouraged to take relevant courses ● Each classroom to have a “Word wall” to increase the use of both functional and descriptive language 	<p>own poetry</p> <ul style="list-style-type: none"> ● To increase the use of ICT in terms of recording the children using oral language ● Teachers to be encouraged to continue to take relevant courses ● To continue Buddy reading and the related question and answer activities 	<ul style="list-style-type: none"> ● To promote clarity and accuracy of speech when participating in drama classes whether formal or informal and other oral presentations.
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Year Plan to improve LITERACY LEVELS

Target	Action	Who?	When?	Resources?
To increase the scaled score in the <i>Drumcondra Profiles</i> for Oral language of tracker children and Most children by 2 scores	<ul style="list-style-type: none"> To acquire more oral language resources throughout the school in order to create an improved language learning environment. 	<i>Link teacher</i>	By June 2014	
	<ul style="list-style-type: none"> To create a booklet of rhymes and poems which can be added to each year as the child progresses through the school. 	<i>All teachers</i>	Ongoing in each class	Individual folder for each child
	<ul style="list-style-type: none"> To implement a listening skills program throughout the school 	<i>All teachers</i>	Ongoing in each class	Folen's Listening and Speaking programme and Wonderland (CJ Fallon)
	<ul style="list-style-type: none"> To include in our timetable one hour of discrete oral language lessons 	<i>All class teachers</i>	Jun and middle classes- Thursday mornings Senior classes- Tuesday and Friday mornings 1 hour per week	
	<ul style="list-style-type: none"> Teachers to put more emphasis on the planning of the oral language section of the English curriculum 	<i>All teachers</i>	Ongoing in yearly scheme and fortnightly notes	
	<ul style="list-style-type: none"> To provide more opportunities to 	<i>All teachers</i>	2/3 times per term	

	the children to make a variety of oral presentations to the children in their own classes, in other classrooms and to parents for example reports, storytelling, interviews, debates etc		integrated with SESE and other subject areas	
	<ul style="list-style-type: none"> To use Buddy reading time each week to promote more discussion/questioning of the books being read 	<i>All classes</i>	Friday afternoons	Library books in classroom libraries
	<ul style="list-style-type: none"> Teachers to be encouraged to take relevant courses 	<i>All teachers</i>	CPD in oral language by end of Year 1 –June 2014	Education Centre notices- Athlone/Laois
	<ul style="list-style-type: none"> Each classroom to have a “Word wall” to increase the use of both functional and descriptive language 	<i>All teachers</i>	Ongoing- changing vocabulary regularly	

Monitoring/Review:

- Two Croke Park hours per term will be used to review as a staff the progress being made and address any issues that may arise.
- In June the year’s work will be reviewed in full and any actions or adjustments that need to be made will be included in the following year’s action plan.
- When pupils give presentations to other classes, teachers will collaborate on the assessment of these presentations both formally and informally.
- A report on progress made will be presented to the Board of Management at the end of each school year.

Success criteria / Evaluation:

There will be a checklist of each year's actions on an individual and whole school basis and this will confirm that the actions outlined have been completed successfully.

At the beginning and end of each year, the teachers will administer The Drumcondra Oral Language Profiles to the target children. We will have shown an overall increase in the oral attainment of the cohort

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