**https://docs.google.com/?pid=explorer&srcid=0B1vnbsbeMmgteUp2dWI3bmVpams&chrome=false&docid=1dcdb0021e7d4043be62eb1f5941a2bf%7C76ef80aedee5006cf4ea93b0e69cfc2f&a=bi&pagenumber=1&w=563https://docs.google.com/?pid=explorer&srcid=0B1vnbsbeMmgteUp2dWI3bmVpams&chrome=false&docid=1dcdb0021e7d4043be62eb1f5941a2bf%7C76ef80aedee5006cf4ea93b0e69cfc2f&a=bi&pagenumber=1&w=563https://docs.google.com/?pid=explorer&srcid=0B1vnbsbeMmgteUp2dWI3bmVpams&chrome=false&docid=1dcdb0021e7d4043be62eb1f5941a2bf%7C76ef80aedee5006cf4ea93b0e69cfc2f&a=bi&pagenumber=1&w=563**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School Improvement Plan (Literacy )** | | | | | |
| **This plan was written by the staff of St. Colman’s B.N.S. at a meeting on January 9th, 2013**  **Baseline Data**  **Pupils Attitude to Reading Literacy –** 43% of senior pupils read independently at home while 30% are members of the library. 100% of junior pupils like reading and are helped with reading on a daily basis at home, however 72% of parents would not discuss the passage read with their child.  **Learning Experiences of Pupils –** Our learning experiences are safe, well maintained and visually stimulating. However senior teachers stated that pupils are rarely given the opportunity to work in pairs or small groups, while junior readers stated that they do group work ‘sometimes’, once or twice a week.  **Teaching approaches –** Teachers prepare thoroughly for their lessons, have a clear vision of expected learning outcomes and ensure that the appropriate resources are in place.  **Assessment:** Our Micra-T attainment levels are well above average/ of the national norm. These attainment levels have been analysed, graphed and evaluated | | | | | |
| **Summary of main areas requiring improvement.** | **Pupils attitude to Reading/Literacy.** We hope to encourage more independent reading among all our pupils, encourage more discussion on material read, (see improvement targets below**).**  **Learning experience of pupils:** More group work, more active and collaborative learning.  **Teaching Approaches:** Buddy System with kids. Building Bridges Comprehension Strategies  P.D.S.T.  **Assessment:** Measured Improvement in Micra-T/ Burt Reading Tests | | | | |
| **Summary of main strengths as identified from evidence gathered – pupils, parents and staff.** | | | | | |
| **Improvement Targets** | | **Required Actions** | **Success Criteria/**  **Measurable Outcomes** | **Persons Responsible** | **Timeframe for Actions** |
| •To promote love of reading.  •To foster good reading habits.  •To build upon their word recognition strategies, thus increasing their word banks.  •Through use of comprehension strategies from Building Bridges to develop their comprehension skills.  •To maintain current sten result achieved in the Micra-T and if possible increase each child’s by 1.  •To see an increase in each child’s Burt results after our six weeks Literacy Programme/ Buddy System 1st – 3rd class. | | **Teaching:**  •Teachers familiarise themselves with the comprehension strategies in Building Bridges and on the PDST website.  •Teachers engage in internal and external C.P.D. in areas of comprehension/ Reading through N.C.C.A. and PDST websites.  •Testing of children in 1st – 3rd Burt Reading Test 07.01.2013  **Learning:**  •Introduction of Buddy System in Reading.  Matching of 6th class with 3rd.  Matching of 5th with 2nd.  •Matching of 4th class with 1st using PM+ Books levels 6 – 24 (1st to 3rd classes)  •Learning of Comprehension Strategies in Building Bridges/ PDST website. Become familiar with the vocabulary of these strategies.  •Introduction of Comprehension Box 1st – 4th classes (Yellow Box).  •DEAR Time on-going.  •Introduction of My Read At Home Books by Fallons for 3rd - 6th class pupils.  •3rd – 6th class pupils to join Library and to be taken fortnightly from school.  •Seasonal Readathons – i.e.  Advent/Lenten/Summer. | •Children in 1st – 3rd class will be tested in the Burt Reading test after six weeks of Buddy Reading activity. Evidence/results to be compared and analysed.  •Comprehension test administered Fortnightly, results to be compared and discussed. Comprehension levels tested and measured through use of check up questions in the Read At Home books.  •Children will demonstrate more positive attitude to reading. Encouraged to self-assess their own progress in their copies.  •2 stars and a wish(senior pupils)  •Symbols for Junior Pupils | •All staff responsible – engaging in Buddy Reading System. Organisation of children, supervision of children during the activity.  •Staff engage in analysis of progress in comprehension tests. | •6 weeks of Buddy system starting 14th January.  •Yellow Box of comprehension cards- on-going throughout the  School year.  •Read At Home Books ongoing. |
| **Appendix A – Review of Plan**  **This Plan was reviewed on March 13th, 2013.**   1. **Buddy System** - 6 weeks too long, do it in 2, 3 weekly slots. 2. **Comprehension Strategies** - Must be consistent in implementation of strategies. PDST Strategy for novels. 3. **Yellow Box** – V. good. Children working according to their individual level, enjoying the content of stories. We hope to invest in the next level in September 2013. 4. **DEAR** – very successful. 5. **Library** – Senior classes enjoy their opportunity to go to the library. 1st & 2nd to be brought once per term. 6. **Results up** – All the children increased their scores when retested in the Burt test on 26th/ 27th February. 7. **Comprehension Test** – Children scoring better in Comprehension Questions at the end of the Read At Home books. 8. **Positive Attitude** - Pupils and teachers seem positive and enthused about reading and new teaching approaches employed. 9. **My Read At Home Book** – Teachers feel very happy with these books.  * Going to continue with these books from 3rd – 6th classes in September 2013. | | | | | |
| **Appendix B – Review of Plan**  **This Plan was reviewed in Sept 2018.**   1. **Continue with what worked well in Appendix A** 2. **Buddy System** - 5th Class to buddy with 1st & 2nd in December reading & sharing Christmas Books 3. Visits to **Library** to be set up as soon as Mobile Library is in situ in Mart Car park. 4. **Station Teaching in Literacy ( Literacy Power Hour)** for 6 weeks in Term 1 to be set up for 2nd & 3rd Class working on Class Novel - Focusing on Oral Language , Dolch Word Lists , Sentence construction , Spellings, Homophones, Comprehension Oral / Written, Games for Problem Solving and Comprehension, Peannaireacht / letters and words, Dictation Exercises, Art activities, IT activities - LEGO building, Reading Fluency , Comprehension, Structure of Novel, Punctuation, Making Predictions , Discussion of Characters | | | | | |
| **Appendix C – Review of Plan**  **This Plan was reviewed in Jan 2019.**   1. **Continue with what worked well in Appendix A & B** 2. **Buddy Reading** worked well. To be done again before Easter. 3. **Library Visits** - Successful & ongoing. 4. **Station Teaching in Literacy ( Literacy Power Hour)** for 6 weeks in Term 2 to be set up for 4th Class. 5. **Literacy Power Hour** - Not as successful with 2nd & 3rd as hoped it would be - More structure needed. Moving forward hoping to buy PM Books waiting approval from BOM. **Station Teaching using PM Books to be organised for 1st, 2nd & 3rd Classes in Autumn 2019.** | | | | | |
| **Appendix D – Review of Plan**  **This Plan was reviewed in March 2019**   * **Comprehension Strategies -** Each class to focus on Inferring & Synthesising for Term 3. * **Book Shadowing – 5th & 6th to take part in book shadowing with the CBI.** The CBI Shadowing Scheme is a programme designed to encourage awareness and enjoyment of the CBI Book of the Year Awards whereby the children read titles from the books shortlisted for the CBI Awards in March, using a specially devised activity pack to guide them in their reading. At the end of this process each group is asked to collectively vote for their favourite book. CBI then announces the Children’s Choice Award during the official prize ceremony in May. * The **Engage PM Levelled Readers** have arrived in the school. Books are being covered and hoping to start this initiative with 1st & 2nd in Sept. * **Team Teaching** with 4th concluding week ending 5th April after 7 weeks. Areas of Reading Comprehension & Reading Fluency covered. Improvement has been noted through teacher observation but formal testing to take place. Class teacher, 2 Special Ed teachers and SNA all worked with a target group twice weekly for 40 minutes. Overall – successful. * **In Class Support** in the area of **Social Skills** is being considered for 4th Class in Term 3 if feasible. Planning in progress. To be linked with SPHE. Children with SEN to be targeted but would benefit all. Children with good social skills will help in demonstrating good practises but inclusive for all. Might also include station teaching in area of listening comprehension and possibly dictation. * **Library Visits** to continue. * A visit from author **Olive Mooney** is planned for March 28th. | | | | | |
| **Appendix E – Review of Plan**  **This Plan was reviewed in Sept 2019**   * **Seasonal Buddy Reading –**To continue between the Seniors & the Juniors * **Comprehension Strategies –** To be referred to on a daily / weekly basis now that children are familiar with the strategies. * **Comprehension Boxes –** To be used in the Senior Classes. * The Website **Read Theory** to be trialled in 5th Class for Comprehension. * **Library Visits** to start up again this term for all classes. * **Read at Home Books –** being used in Classes from 3rd up. * **School Library Books –** To be given out in classes from 4th up. * **DEAR Time –** To be continued on a daily basis after lunch. * **Literacy Lift Off –** To be done in 1st & 2nd for 7 weeks – hopefully starting in Oct. Post & Pre testing to take place. * **Book Shadowing –** Wasn’t successful in 5th & 6th. Busy time of the year. Lots of disruptions – matches, student teacher ...etc. | | | | | |