

## DEIS Literacy School Improvement Plan (September 2020- June 2022) –Year 3 of a 3 year cycle

### Overall Targets for (2019-2022)

- To improve attitudes towards reading school wide, particularly in senior classes.
- To improve reading and comprehension skills throughout the school through the implementation of the Building Bridges of Understanding Programme.
- To improve the percentage of pupils scoring above the 50<sup>th</sup> percentile by 1% year on year from 60% of the school population to 63% by 2022.

### Specific focus on the following Reading Learning Outcomes from Primary Language Curriculum:

- **Element:** Communicating; **Learning Outcome 1:** Engagement
- **Descriptor:** The children will take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others.
- **Element:** Communicating; **Learning Outcome 2:** Motivation and Choice
- **Descriptor:** The children will choose, read and talk about text in a range of genres for pleasure, interest and specific interest.
- **Element:** Exploring and Using; **Learning Outcome 10:** Fluency and Self-Correction
- **Descriptor:** The children will read instructional and independent-level texts in a range of genres with fluency and understanding and self-correct independently.

### Specific Targets: (2021-2022) Year 3

- To continue to improve attitudes towards reading school wide, particularly in senior classes.
- To implement the synthesising comprehension strategy from the Building Bridges of Understanding programme in fourth – sixth classes while continuing to implement the existing strategies school wide in order to improve comprehension, reading, oral language skills and to develop higher order thinking strategies.
- To introduce the Accelerated Reading Programme in Second Class in **Term 1**.
- To continue to embed the Accelerated Reading Programme in classes from Third – Sixth.
- To improve the percentage of pupils scoring above the 50<sup>th</sup> percentile by 1% year on year from 59% of the school population to 60% by June 2022. (The revised Drumcondra Reading Tests scores will be used as a baseline in May 2021)
- To continue to improve attainment at both the higher and lower ends of the scale.
- To broaden and deepen teachers' experience and knowledge of the revised Primary Language Curriculum and to implement effective practices in all classes as per departmental guidelines.
- To maintain our focus on improving oral language skills schoolwide.

**Target 1:** To improve attitudes towards reading schoolwide, particularly in the senior classes.

**Dimension 1:** Teaching and Learning

**Domain 2:** Learner Experiences

**Standard 1:** Pupils engage purposefully in meaningful learning activities.

**Dimension 2:** Leadership and Management

**Domain 1:** Leading Learning and Teaching

**Standard 1:** School leaders promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.

**Action 1:** To continue to embed the Accelerated Reading programme in classes from Third-Sixth.

To introduce the Accelerated Reading Programme in Second Class in **Term 1**

**Dimension 1:** Teaching and Learning

**Domain 1:** Learner Outcomes

**Standard 4:** Pupils achieve the stated learning objectives for the term and year.

**Dimension 1:** Teaching and Learning

**Domain 3:** Teachers' Individual Practices

**Standard 1:** The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.

**Standard 2:** The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning.

**Action 2:** To implement the synthesising comprehension strategy from the Building Bridges of Understanding programme in the senior classes while continuing to implement the existing strategies school wide in order to improve comprehension, reading, oral language skills and develop higher order thinking strategies.

**Dimension 1:** Teaching and Learning

**Domain 2:** Learner Experiences

**Standard 3:** Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.

**Target 2:** To improve the percentage of pupils scoring above the 50<sup>th</sup> percentile by 1% from 59% of the school population to 60% by June 2022

**Dimension 1:** Teaching and Learning

**Domain 1:** Learner Outcomes

**Standard 4:** Pupils achieve the stated learning objectives for the year and term.

**Target 3:** To continue to improve attainment at both higher and lower ends of the scale.

**Dimension 1:** Teaching and Learning

**Domain 1:** Learner Outcomes

**Standard 3:** Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum.

**Standard 4:** Pupils achieve the stated learning objectives for the year and term.

### DEIS Literacy School Improvement Plan (September 2021 - June 2022) - YEAR 3 of a 3 year cycle

ACTION	SPECIFICS	PERSONNEL	TIMING	INDICATORS	ATTAINED
<p><b><u>Reading and Comprehension:</u></b></p> <p>Embedding the Accelerated Reading Programme in classes from 3<sup>rd</sup> – 6<sup>th</sup> and its introduction in 2<sup>nd</sup> class in term 1.</p>	<ul style="list-style-type: none"> <li>Upskilling any new staff on the implementation of the programme.</li> <li>Any new library books to be catalogued using the AR book guide.</li> <li>Additional books to be purchased for Second Class libraries.</li> <li>Parent volunteers and HSCL to assist class teachers with roll-out in 2<sup>nd</sup> class.</li> <li>Administration of the Star Reading Assessment four times throughout the year.</li> <li>A minimum of 20 minutes four days per week to be timetabled for AR in relevant classes</li> <li>Class and SEN teachers to use results from the Star Reading Test to inform their planning.</li> <li>Class and SEN teachers to use target points and accuracy % to inform individual progress and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>New staff/Mr. Glynn</li> <li>Volunteers/parents</li> <li>Mr. Glynn</li> <li>HSCL/2<sup>nd</sup> class teachers/parents</li> <li>Relevant teachers</li> <li>2<sup>nd</sup> -6<sup>th</sup> class</li> <li>Relevant teachers</li> <li>Relevant teachers</li> </ul>	<ul style="list-style-type: none"> <li>September 2021</li> <li>As needed.</li> <li>June/July 2021</li> <li>October 2021</li> <li>Sept /Nov/ Mar/June</li> <li>Ongoing</li> <li>Sept/Nov/ Mar/June</li> <li>Ongoing throughout year</li> <li>Ongoing throughout year</li> <li>Ongoing throughout the year</li> <li>Specific strategies to be covered per term</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff</li> <li>Online record of catalogue</li> <li>Feedback</li> <li>Feedback</li> <li>Analysis of pupil difficulties as highlighted by assessment</li> <li>Evidence in planning docs</li> <li>Sharing targets &amp; attainments with pupils</li> <li>Teacher/pupil feedback</li> <li>Drumcondra Primary Reading Test</li> <li>Diagnostic Tests</li> <li>MIST Test</li> <li>Star Reading Test</li> </ul>	
<p>To continue to improve reading and comprehension levels schoolwide through embedding the Building Bridges of Understanding programme.</p>	<ul style="list-style-type: none"> <li>To implement the synthesising comprehension strategy from the Building Bridges of Understanding programme in classes from 4<sup>th</sup> – 6<sup>th</sup> while continuing to implement the existing strategies school wide.</li> <li>Focus is to be placed on the following reading strategies in each class over the course of the year: <ul style="list-style-type: none"> <li><b>Junior Infants:</b> <ul style="list-style-type: none"> <li>Prediction – Term 1</li> <li>Visualisation – Term 2</li> <li>Making Connections – Term 3</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All class &amp; SEN Teachers</li> <li>All class and SEN teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout year</li> <li>Ongoing throughout the year</li> <li>Specific strategies to be covered per term</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/pupil feedback</li> <li>Drumcondra Primary Reading Test</li> <li>Diagnostic Tests</li> <li>MIST Test</li> <li>Star Reading Test</li> </ul>	

	<ul style="list-style-type: none"> <li>- <b>Senior Infants:</b> <ul style="list-style-type: none"> <li>● Embed Junior Infant strategies - Term 1</li> <li>● Questioning – Term 2</li> <li>● Declunking - Term 3</li> </ul> </li> <li>- <b>First Class:</b> <ul style="list-style-type: none"> <li>● Embed all strategies covered – Term 1</li> <li>● Clarifying – Term 2</li> <li>● Determining Importance – Term 3</li> </ul> </li> <li>- <b>Second Class:</b> <ul style="list-style-type: none"> <li>● Embed all strategies covered – Term 1</li> <li>● Practical use of Determining Importance – Term 2</li> <li>● Inferencing – Term 3</li> </ul> </li> <li>- <b>Third Class:</b> <ul style="list-style-type: none"> <li>● Embed all strategies covered – Term 1 and 2</li> <li>● Specific focus on Determining Importance and Inferencing – Term 3</li> </ul> </li> <li>- <b>Fourth – Sixth Classes:</b> <ul style="list-style-type: none"> <li>● Embed all strategies covered - Term 1</li> <li>● 4<sup>th</sup> class continue to embed in Term 2</li> <li>● 5<sup>th</sup>-6<sup>th</sup> Class introduce Synthesising – Term 2</li> <li>● 4<sup>th</sup> Class introduce Synthesising – Term 3</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>● Power Hour assessments</li> <li>● Teacher/pupil feedback</li> </ul>	
To continue to use the First Steps Reading resources to complement and further embed the Building Bridges of Understanding programme.	<ul style="list-style-type: none"> <li>● Building Bridges of Understanding strategies to be reinforced using First Steps Reading manuals and approaches.</li> <li>● Use of relevant 'First Steps booklets' that were devised at First Steps cluster meetings to link all First Steps initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>● All class and SEN teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher &amp; pupil feedback</li> </ul>	
To continue to implement the Primary Language Curriculum in	<ul style="list-style-type: none"> <li>● Training in relation to the Primary Language Curriculum to be organised in line with departmental guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>● All class &amp; SEN teachers</li> <li>● Whole staff / PDST support</li> <li>● Whole Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Dependent on DES directives</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher feedback</li> <li>● Feedback from staff</li> </ul>	

<p>relation to reading as per departmental guidelines.</p> <p>To continue to use graded readers throughout junior school</p> <p>To use class novels as a means of improving reading and comprehension.</p> <p>To continue to improve fluency and comprehension through the implementation of the following:</p> <ol style="list-style-type: none"> <li>1. Junior Inf. Reading Support</li> <li>2. Literacy Power Hour</li> <li>3. Other strategies</li> </ol>	<ul style="list-style-type: none"> <li>● Focus on interrogation of specific learning outcomes at staff meetings.</li> <li>● Use of graded readers in addition to class readers in classes from Infants to First Class.</li> <li>● Two class novels to be covered per year in 1<sup>st</sup> Class. Three novels to be covered from 2<sup>nd</sup> – 6<sup>th</sup> Classes.</li> <li>● Reading Support Programme to be carried out in Junior Infants during the month of June.</li> <li>● Implementation of Literacy Power Hour as specified below in Senior Infants and First Classes</li> <li>● '10 Day Approach to using Big Books' to be used in Junior and Senior Infants. The approach can be adapted to cover 5 days.</li> <li>● Classes to attend book readings and/or other associated events in Rathmines Library and Dubray Bookshop.</li> <li>● Events carried out school-wide to celebrate World Book Day.</li> <li>● Teachers will use the World Book Day website for ideas and to promote a positive attitude towards reading.</li> <li>● Authors and Storytellers to hold workshops with classes throughout the junior and senior classes.</li> </ul>	<ul style="list-style-type: none"> <li>● Relevant class &amp; SEN teachers</li> <li>● Relevant class teachers</li> <li>● Junior Infants teachers / HSCL / volunteers</li> <li>● Power Hour Team</li> <li>● Relevant classes and teachers</li> <li>● Amy Connolly librarian/ Vivienne Dubray Books</li> <li>● Mr. Glynn / all classes</li> <li>● Class and SEN teachers</li> <li>● Mr. Glynn &amp; selected authors</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing during staff meetings</li> <li>● Ongoing</li> <li>● One per term</li> <li>● June 2022 for a period of 2 weeks each</li> <li>● Ongoing</li> <li>● One Big Book per term</li> <li>● As opportunity arises during the year</li> <li>● March 3<sup>rd</sup>, 2022</li> <li>● Throughout March 2022</li> <li>● Terms 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher feedback</li> <li>● Teacher feedback</li> <li>● Feedback and standardised test results</li> <li>● Feedback from all involved.</li> <li>● PH review/ focus groups</li> <li>● Teacher/pupil feedback</li> <li>● Teacher/pupil feedback</li> <li>● Teacher/pupil feedback</li> <li>● Prizes for participation</li> <li>● Teacher/pupil feedback and review</li> </ul>	
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<p><b><u>Oral Language:</u></b></p> <p>To continue to implement the Primary Language Curriculum in relation to oral language as per departmental guidelines.</p> <p>To assess pupils attainment of the intended learning objectives of the lesson using both assessment of and for learning.</p> <p>To continue to embed First Steps Speaking and Listening throughout the school</p>	<ul style="list-style-type: none"> <li>● <b>Training in relation to the Primary Language Curriculum to be organised in line with departmental guidelines.</b></li> <li>● Specific ‘Critical Thinking’ session to be carried out once per fortnight in all classes.</li> <li>● All class teachers continue to teach a minimum of two timetabled, discrete oral language lessons per week, which will reflect the specific oral language elements and learning outcomes of the PLC. This can include ‘Critical Thinking’, SESE discussion based lessons etc.</li> <li>● Clear learning intentions to be set for oral language lessons that will be shared with the pupils (Use of WALT and WILF).</li> <li>● Uploading of videos in relation to oral language tracker children to See-Saw. <b>(Minimum of 2 per term)</b></li> <li>● Speaking and listening skills will be taught explicitly in each class/relevant SEN room.</li> <li>● At PTM/IEP/orientation/pre-initiative meetings, staff will continue to highlight the importance of oral language development within the Primary Language Curriculum.</li> <li>● Use of approaches as per First Steps Speaking and Listening manuals.</li> <li>● Staff to focus on specific speaking and listening text types each term which will be linked to the accompanying writing genre for the term.</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Staff / PDST support</li> <li>● All class teachers</li> <li>● All class teachers</li> <li>● Class &amp; SEN teachers</li> <li>● Class teachers</li> <li>● Class and SEN teachers</li> <li>● Class and SEN teachers</li> <li>● Class and SEN teachers</li> <li>● All relevant teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Dependent on DES directives</li> <li>● Fortnightly</li> <li>● Two per week</li> <li>● Ongoing</li> <li>● <b>Twice per term</b></li> <li>● Ongoing</li> <li>● As they arise</li> <li>● Ongoing</li> <li>● Ongoing termly</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from staff</li> <li>● Evidence in planning</li> <li>● Attainment outcomes &amp; evidence in cuntais miosúla</li> <li>● Attainment outcomes/ evidence in planning</li> <li>● See-Saw records to be maintained</li> <li>● Teacher feedback</li> <li>● Pupil feedback</li> <li>● Teacher /parent feedback</li> <li>● Teacher feedback</li> <li>● Teacher feedback and observation</li> </ul>	
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	<ul style="list-style-type: none"> <li>Specific text types for each term are as follows: <ul style="list-style-type: none"> <li><b>- Term 1: (To link with Recount genre)</b> <ol style="list-style-type: none"> <li>Oral Reports</li> <li>Storytelling &amp; Anecdotes</li> <li>Extended Conversations</li> </ol> </li> <li><b>Term 2: (To link with Exposition genre)</b> <ol style="list-style-type: none"> <li>Arguments &amp; Debates</li> <li>Extended Conversations</li> <li>Discussions</li> </ol> </li> <li><b>- Term 3: (To link with Explanation genre)</b> <ol style="list-style-type: none"> <li>Questioning &amp; Inquiry</li> <li>Extended Conversations</li> <li>Partner &amp; Small Group Inquiry</li> </ol> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Class teachers and relevant SEN teachers</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 2</li> <li>Term 3</li> </ul>		
<p><b><u>Writing:</u></b></p> <p>To continue to implement the Primary Language Curriculum in relation to writing as per departmental guidelines.</p> <p>To continue to embed First Steps Writing focusing on one genre per term from Infants – 3<sup>rd</sup> Class and two genres per term from 4<sup>th</sup> – 6<sup>th</sup> Class.</p>	<ul style="list-style-type: none"> <li>Training in relation to the Primary Language Curriculum to be organised in line with departmental guidelines.</li> <li>Use of approaches as per First Steps Writing manuals.</li> <li>Class teacher to assess 6 pupils' work of various abilities per class, samples of which to use as a base line. (Tracker Children)</li> <li>All teachers to ensure pupils use a specific copy/folder for First Steps Writing.</li> <li>Main focus is to be placed on the following writing genre in each term: <ul style="list-style-type: none"> <li><b>- Term 1: Recount</b></li> <li><b>- Term 2: Exposition</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Whole Staff/ PDST support</li> <li>Class and SEN teachers</li> <li>Class teachers</li> <li>Class teachers</li> <li>All class teachers and relevant SEN teachers</li> </ul>	<ul style="list-style-type: none"> <li>Dependent on DES directives</li> <li>One genre per term (2 in senior end)</li> <li>Ongoing throughout the year</li> <li>Ongoing throughout the year</li> <li>Ongoing termly</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff</li> <li>Writing tracker pupils from each class</li> <li>Teacher feedback</li> <li>Work samples</li> <li>Feedback from teachers/pupils</li> <li>Pupils work samples</li> <li>Feedback from teachers / work samples</li> </ul>	

<p>To continue to introduce cursive writing from Junior Infants.</p>	<p><b>- Term 3: Explanation</b></p> <ul style="list-style-type: none"> <li>In 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Classes pupils will cover a second writing genre per term in addition to the main focus above.</li> <li><b>-Term 1: Narrative</b></li> <li><b>-Term 2: Report</b></li> <li><b>-Term 3: Procedure</b></li> </ul> <ul style="list-style-type: none"> <li>To continue to display the selected cursive style of font alongside the Jolly Phonics font in relevant classrooms.</li> <li>Cursive writing as per Brendan Culligan's directives to be implemented from Junior Infants.</li> <li>Brendan Culligan's book on fine motor skills to be used throughout junior school (<i>and with relevant SEN pupils up to 6<sup>th</sup> Class</i>)</li> <li>Exact wording as decided on to be used when teaching the formation of each lower and uppercase cursive letter.</li> <li>All teachers must use cursive script when writing on the whiteboard.</li> <li>Senior Infants teachers to revise and embed the junior infants programme in Term 1.</li> <li>Introduction to and completion of upper case letters in First Class.</li> <li>Reinforcement of cursive formation to be taught specifically up to Third Class.</li> </ul>	<ul style="list-style-type: none"> <li>4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class teachers and pupils</li> <li>Infants &amp; 1<sup>st</sup> Class</li> <li>Junior Infant teachers</li> <li>Relevant class &amp; SEN teachers</li> <li>Infants - 2<sup>nd</sup>Class teachers</li> <li>All teachers schoolwide</li> <li>Senior Infants teachers</li> <li>1<sup>st</sup> Class teachers</li> <li>Relevant teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing throughout year</li> <li>Ongoing as per plan</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and work samples</li> <li>Feedback from teachers</li> <li>Handwriting copies/feedback</li> <li>Feedback from all individuals involved</li> <li>Teacher observation/ feedback/work samples</li> <li>Teacher observation/ work samples</li> </ul>	
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	<ul style="list-style-type: none"> <li>Pupils to swap from using B2 handwriting copies to B4 copies in 2<sup>nd</sup> class. B4 copies to be used from this point forward.</li> <li>Review of our own approach to cursive writing in Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant teachers</li> <li>Ms. Kehoe/Mr. Glynn/relevant teachers</li> </ul>	<ul style="list-style-type: none"> <li>As deemed suitable throughout the year</li> <li>End of year review</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation/ work samples</li> <li>Feedback</li> </ul>	
<p><b><u>Literacy Power Hour:</u></b></p> <p>To continue with the implementation of Power Hour using a workstation model.</p>	<ul style="list-style-type: none"> <li>Pre and Post Power Hour assessments to be administered.</li> <li>Assessment outcomes to be examined and recorded.</li> <li>Questionnaires to be administered to parents in specific classes pre and post Power Hour.</li> <li>Parent questionnaires/focus groups with specific classes.</li> <li>Pre Power Hour meeting with parents. <ul style="list-style-type: none"> <li><i>Phase 1 of Power Hour: First Class 2</i></li> <li><i>Phase 2 of Power Hour :First Class 1</i></li> <li><i>Phase 3 of Power Hour : Senior Infants 1</i></li> <li><i>Phase 4 of Power Hour: Senior Infants 2</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ms. Kehoe, Senior Infant &amp; 1<sup>st</sup> Class teachers, Power Hour team</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post each phase</li> <li>Sept – Nov</li> <li>Nov –Feb</li> <li>Feb – Apr</li> <li>Apr – June</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post PH assessment outcomes</li> <li>Parent and pupil questionnaires</li> <li>Outcomes of focus groups</li> <li>Feedback from teachers, parents and pupils</li> </ul>	
<p><b><u>Exceptionally Able Children:</u></b></p> <p>To provide additional supports to challenge and enrich those children who exhibit a particular flair in literacy.</p>	<ul style="list-style-type: none"> <li>Continue to organise after school workshops in the areas of oral language, creative writing, debating and/or drama.</li> <li>Source skilled /experienced individuals in these areas</li> <li>Teachers to nominate pupils who they feel exhibit a particular flair in English.</li> <li>Use to be made of SCP/DEIS funding to facilitate the above.</li> </ul>	<ul style="list-style-type: none"> <li>Ms. Kehoe</li> <li>Ms. Kehoe</li> <li>Senior school class teachers</li> <li>SCP programme / DEIS</li> </ul>	<ul style="list-style-type: none"> <li>Dependent on availability</li> <li>September 2021</li> <li>As it arises</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Pupil, teacher and parent feedback</li> <li>Feedback from facilitators</li> <li>Teacher feedback</li> <li>Improvements in attainment and interest levels.</li> </ul>	

<p><b><u>Aistear:</u></b></p> <p>To review and re-implement the Aistear curriculum in the Junior and Senior Infant classes.</p>	<ul style="list-style-type: none"> <li>● Full review of the implementation of Aistear in Junior and Senior Infants and its reintroduction for the 2021/2022 school year in light of COVID-19.</li> <li>● Aistear team to amend plan of work for the year if needed dependent on the review of the same.</li> <li>● Purchase of new resources if needed and preparation of the same.</li> <li>● Two playhouses specifically for Aistear to be planned for and used at breaks.</li> <li>● The teaching and learning objectives of the Aistear programme to be incorporated into short and long term planning and cuntais miosúla as part of relevant subject areas.</li> <li>● Progress to be monitored and reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>● Mr. Glynn/Ms. Kehoe/Infant teachers</li> <li>● Aistear team</li> <li>● Mr. Glynn/Ms. Kehoe/Aistear team</li> <li>● Aistear team</li> <li>● Aistear team &amp; Mr. Glynn</li> </ul>	<ul style="list-style-type: none"> <li>● June 2021</li> <li>● Prior to Sept. 2021</li> <li>● September 2021</li> <li>● September 2021</li> <li>● Ongoing</li> <li>● Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers.</li> <li>● Ongoing review</li> <li>● Attainment outcomes as per Aistear programme.</li> <li>● Evidence in planning and cuntais miosúla</li> <li>● Feedback and ongoing review</li> </ul>	
<p><b><u>Phonics:</u></b></p> <p>To continue the implementation of Jolly Phonics in Junior and Senior Infants and Jolly Grammar from First Class to Sixth Class.</p>	<ul style="list-style-type: none"> <li>● Purchase any additional Jolly Phonics/Grammar materials needed for use throughout the school.</li> <li>● To continue to incorporate use of Jolly Phonics and Jolly Grammar into Literacy Power Hour.</li> <li>● Use the adapted form of the Jolly Grammar programme in 3<sup>rd</sup>-6<sup>th</sup> classes. JG 3 to be used in 3<sup>rd</sup> and 4<sup>th</sup> class and JG4 to be used in 5<sup>th</sup> and 6<sup>th</sup> class. Two weeks will be spent on each grammar point and spelling pattern using alternative lists.</li> <li>● The Newell programme to be used as a backup resource in SEN.</li> </ul>	<ul style="list-style-type: none"> <li>● Mr. Glynn</li> <li>● Power Hour Team</li> <li>● Class teachers from Third to Sixth</li> <li>● SEN teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Sept 2021</li> <li>● Ongoing throughout year</li> <li>● Ongoing throughout the year</li> <li>● Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from staff</li> <li>● Feedback from PH team and pupils</li> <li>● Feedback from teachers/pupils.</li> <li>● Dictation activities.</li> <li>● Spelling test results</li> <li>● Feedback from teachers/ pupils/ parents</li> </ul>	

## Monitoring/Review

- Use to be made of the Accelerated Reading Star Reading Assessment to highlight areas of difficulty in relation to reading and comprehension levels.
- Comparative Pupil Profile based on the outcome of individual scores in the Star Reading Assessment to be devised and progress tracked.
- The revised Drumcondra Reading Assessment Test will be administered in classes from First to Sixth in May.
- Use to be made of the Primary Language Continuum in order to monitor pupil progress in relation to reading, writing and oral language.
- Profile of six tracker children per class to be maintained.
- Use to be made of the See-Saw App for assessment of tracker children for oral language.
- Cuntaisí Miosúla will be used to note specific elements, learning outcomes and specific activities being covered.
- Use of parent questionnaires/ pupil questionnaires/ focus groups to ascertain opinions/feedback/attitudes on reading based initiatives.
- Use of Pre and Post Power Hour assessments to establish a baseline against which to measure progress.
- Use of First Steps Writing Copies of all pupils to be retained and passed on from year to year. Six children will continue to be tracked.
- Handwriting copies will be used to track progress.
- Use will be made of Information evenings/Parent-Teacher Meetings and monthly newsletters to inform parents of all initiatives being implemented/ to ask for support/volunteers and to provide feedback on outcomes.
- Results of standardised tests to be communicated at year end and at parent -teacher meetings.
- Teacher observation will be used in monitoring and providing feedback in relation to all literacy initiatives. Key observations will be noted and discussed regularly at a whole staff level at staff meetings/Croke Park Hours/ISM/Team Planning sessions etc.
- Continuing professional development will be sought and staff will be encouraged to attend CPD in an effort to further develop knowledge and skills and to keep abreast of best practice.
- MIST to be administered in Senior Infants and results will be analysed to inform planning.
- The Jolly Phonics Reading Assessment will be administered individually in Junior and Senior Infants to monitor and ascertain progress.