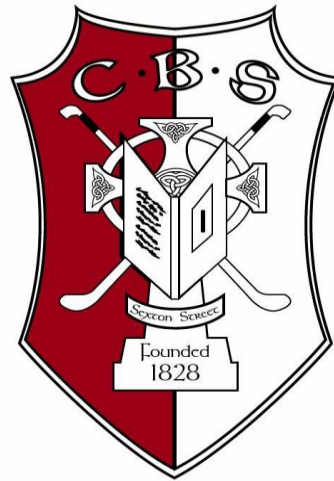


Scoil Íosagáin



Literacy 2017-2020

Literacy

Aim: To improve the literacy standard of each individual child in Scoil Iosagain.

Targets:

- [1] Improve the reading level of 80% of children from 2nd to 6th class by 3 levels on Engage and Big Cat graded readers year on year.
- [2] Currently 4.37% of the school population are operating at an extremely low level of reading & comprehension – Decrease this by 2% over 3 years.
- [3] Decrease the number of children performing below the 2nd percentile in Micra-T results by 2%.
- [4] Increase the number of children performing above the 90th percentile in Micra-T results by 1%.
- [5] Improve the structure and layout of written work across all class levels.
- [6] Enable EAL pupils to acquire a level of language proficiency which allows them to function at an appropriate class level within 3 years.
- [7] Implement a structured approach to Oral Language across the school, with targets set at an appropriate level, based on the assessments carried out.

		Year 1-2017-2018	Year 2-2018-2019	Year 3-2019-2020
	Actions	<ul style="list-style-type: none"> • Continue First Steps strategies as per previous DEIS plan [T2-7]] • Trial Literacy Support models to find an appropriate model for our school [T1-7] • Ensure a cohort of staff members are trained to Tutor Level in SGLI [T1-7] • Fundraise for graded readers [T1] • Buy graded readers [T1] • EAL-Look at models of best practice in other schools [T6] 	<ul style="list-style-type: none"> • New model of Literacy: Move to a more in-class based support system [T1-7] • Label and organise graded reading scheme [T1] • Training for SEN team in use of Running Records [T1] • Testing of all children to find appropriate beginning reading level for graded readers [T1] • Incorporate graded reading into new Literacy model [T1] 	<ul style="list-style-type: none"> • Testing of all children in 2nd class and all newcomer pupils to find appropriate beginning reading level for graded readers. [T1] • Discuss and implement appropriate literacy stations across all classes to continue the work begun in our new Literacy model last year [T1-7] • Based on an assessment of our current model of SGLI, we will consider doing 1 more sustained block in each class as opposed to 2 shorter blocks [T1-7] • Post SGLI-identified children who are failing to progress will be assigned extra resource time [T1-3] • Continued use of first Steps

		<ul style="list-style-type: none"> ● CPD for EAL teachers [T6] ● Library visits across all class levels on a regular basis and particularly for special events [T2,3,4 & 6] ● Access to visiting mobile library for all classes on a monthly basis [T2,3,4 & 6] ● Participation in World Book Day events [T2,3,4 & 6] 	<ul style="list-style-type: none"> ● CPD in the implementation of SGLI/Literacy Lift-Off in our school [T1-7] ● Discuss and implement appropriate literacy stations [T1-7] ● Implement SGLI/Literacy Lift-Off in all classes [T1-7] ● Pre/Post testing of children to assess the merits of the programme [T1] ● Children who have a discrepancy between their ability and results of SGLI testing will be tested using the Woodcock-Johnson and appropriate resources will be put 	<p>strategies [T2-7]</p> <ul style="list-style-type: none"> ● Continued library visits by all Classes [T2,3, 4 & 6] ● Continued access to visiting mobile library for all classes on a monthly basis [T2,3,4 & 6] ● Continued participation in World Book Day events [T2,3,4 & 6] ● Author visit [T2,3,4,6 & 7] ● Implement new handwriting programme in both 2nd & 3rd class [cursive writing to begin in 3rd class] [T5] ● Assess and create baseline data on expressive language [T 7] ● Resource New Oral Language Programme (whole school approach) [T 7]
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			<p>in place[T1-4]</p> <ul style="list-style-type: none">• Ensure extra SEN support is given to 3rd class [T1-6]• Devise a diagnostic test suitable to this school for all new children to assess strengths and weaknesses [T3 & 4]• Continued use of First Steps strategies [T1-7]• EAL pupils profiled and grouped according to language needs as opposed to class level [T6]• Introduce language experiences for EAL pupils [T6]	
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			<ul style="list-style-type: none">● Purchase additional EAL resources [T6]● Assign 2 specific EAL teachers-designated EAL room. [T6]● Continued library visits by all classes [T2,3,4 & 6]● Continued access to visiting mobile library for all classes on a monthly basis [T2,3,4 & 6]● Continued participation in World Book Day events [T2,3,4 & 6]● SUAS- Reading initiative in 3rd class in conjunction with Northern Trust focussing on children between 10th-25th	
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			<p>percentile [T1 & 6]</p> <ul style="list-style-type: none">• Buddy Reading-6th class pupils paired with pupils from St. Michael's Infant School [T3 & 4]• CAPER-Child & parent enjoying reading.2nd class children with parent. 6 week block- Term 3. In conjunction with HSCL department [T1,2,3,4 & 6]• Source new handwriting programme [T5]	
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