Lisnagry National School Improvement Plan 2015-2018- Literacy	
Baseline Data	**Attainment of Curriculum Objectives**- Examined and analysed Micra T reading test results. Graphs produced from results in MICRA T Tests show that the attainment levels of pupils in Lisnagry N.S. are above national norms. Pupils reported in the focus groups that they enjoy the strands of the literacy curriculum and have developed positive attitudes towards English. Pupils at risk of underachieving have been identified and are receiving learning support teaching throughout the school.

Pupils' engagement in learning- A parental survey was carried out in January of 2015 to ascertain attitudes to reading and writing among parents. Responses show that en masse parents are very positive about their child's performance in literacy especially reading. A pupil focus group was also carried out and results established areas of interest and attitudes in literacy among our pupils

Teaching Approaches- A teacher questionnaire was carried out to establish the standards of each class and identify areas of concern. The consensus was that a whole school approach to the teaching of writing genre should be developed and that free writing should help foster a greater love of writing. Teachers   feel that most pupils are motivated and confident in their learning. Assessment for learning is used to guide teaching. Only 50 % of teachers provide opportunities for pupils to write often while a huge variety of reading opportunities are provided to pupils across the board. |
| **Summary of main strengths in S.S.E.** | • Pupils, teachers and parents view literacy in a positive way.
• The vast majority of pupils enjoy reading and are confident in their ability to read.
• The attainment results of pupils in Lisnagry NS in standardised tests are above national norms.
• The whole school plan for English was reviewed last year to help inform teaching and learning.
• There is a wide range of appropriate reading material in the school library.
• The structured programmes in place to promote literacy like literacy lift-off and building |

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- A variety of assessment tools are utilised and standardised and diagnostic tests are administered. Assessment results are used to inform teaching and learning.
- The school website is used to display pupils work.
- In Class support from Learning Support and Resource Teacher is provided to aid teaching and learning in Literacy
- Print rich environment in classrooms and school corridor
- A variety of writing genres are taught(to some extent/no overall school based programme).
- Children engage in Listening/Oral/Writing and Comprehension activities
- New spelling Programme and spelling lists formulated
- Our revised English plan has an agreed and consistent approach to handwriting and the formation of letters

Summary of main areas requiring improvement

- Further develop whole school approach and teaching strategies to develop "Writing Genres" at each class level. Look at implementing First Steps writing
- To sustain and further develop the whole school approach to comprehension Strategies linking them with writing genres.
- More Group Work –Small Group Literacy Instruction to be introduced from 3rd to 6th.
- Increased variety and genres of reading materials for middle and senior classes.
- Link Oral Language objectives and outcomes with existing school programmes: Building bridges and writing genres.
- That pupils will use appropriate ICT resources to aid the learning in literacy.
- To continue to develop more assessment for learning throughout the School. i.e. to further develop SALF folders and encourage pupils to be involved in Correction of their own work and peers work.

Improvement Targets	Required Actions	Success Criteria/ Measurable Outcomes	Persons Responsible	Timeframe for Actions
• To improve the structure and writing style of all pupils	• To introduce a whole school approach for writing	•Work Samples – Tracking Progress. Children from	Principal, Post Holder	**Genres for Year 1-**

by introducing and developing the writing process in a spiral progression from infants to 6th class. To use a framework for each writing genre and have a common and agreed 7 steps approach to the teaching and learning of the writing process.	the 7 steps framework of First Steps Writing. •Genres for year 1 are recount, narrative and report. Genres for year 2 are persuasive ,explanatory and procedural. •Familiarisation with genre and framework (Steps 1-7) Using examples and modelled /shared/ guided writing leading to independent writing and presentation to an audience. •Professional development with PDST for Principal, link teacher and teaching staff. • Purchase resources for writing genres i.e. posters and prompt boxes. •Each teacher to have a copy of PDST booklet writing genres for use in their class. •Collect samples and examples of different writing genres appropriate for each class level. (Internet, school library, PDST.ie)	lower, average and upper standards from each class will be tracked throughout the school year. Samples will be kept from before and after genres are taught. This will give staff an idea of level of progress at a whole class level. • Drumcondra English Profiles for writing used to assess three tracker children at the start and end of the year. To see a 50% increase in pupils who increase their scale score by 2. •By May 2018 pupil's writing will show an increased awareness of planning, purpose, context ,audience and structure. •Pupils demonstrate improvements in the conventions of writing in terms of layout, sequencing and structure •Pupils will self-assess and peer assess their work with checklists.	Teachers Teachers	Recount Sept-Nov Narrative Jan-March Report April-June **Genres for Year 2-** Persuasive Sept-Nov Explanatory Jan-March Procedural April-June **Genres for Year 3-** Recount Sept/Oct Narrative Nov/Dec Report Jan/Feb Persuasive Mar/April Explanatory May Procedural June Professional development with PDST on First Steps writing in **June 2015** Three Tracker children selected from each class in **September 2015**. Their samples kept before and after genres. They are also assessed and get a scale score using the Drumcondra profiles.

	•Two/Three pieces of writing in each genre go to the editing and final draft stage.	•Parent survey –Attitude change to writing will be elicited at PT meetings. •Teacher Observation	Parents	Collect samples of genre for familiarisation (step 1) of framework.
• To give pupils more opportunities to write creatively and for different audiences.	• Have a writing station in place during SGLI. • Avail of more opportunities to write e.g. competitions. •Create more displays around the school of pupils writing. •Use of free writing in all classes to compliment the writing genres. •Include more writing in early finisher's activities.	•Pupil portfolios , Writing samples and work on display throughout the school. • Teacher Observation – Free Writing will help overcome apathy and writing block among some pupils. •Children's work is published on school website •Pupils read writing out at whole school assemblies	All Teachers	**2015/16 school year**
• To introduce SGLI (Small group literacy instruction) from 3rd to 6th class during Term 2 of 2015/16. This balanced approach to literacy will allow for differentiated reading, comprehension strategies	• Observe SGLI in practice in other schools. • To purchase differentiated reading material and novels. • Grouping children according to ability. •Teacher planning •Timetabling of LS teacher to assist in SGLI.	•Increased enthusiasm and enjoyment can be noted through teacher observation with novels chosen based on pupil's interest. • Standardised testing at the end of each year- data will be analysed with the hope of seeing an increase in test scores.	Teachers 3rd -6th Principal	Visit Schools to see S.G.L.I in **June 2015** **Term 2 2015/2016** Review success at end of year

and writing.				
• To develop a linkage between writing (writing genres) – Reading and Comprehension (Bridges of Understanding strategies)- Oral (Oral Language Activities)	• To teach the writing genres and comprehension strategies that complement each other i.e. integrate predicting, making connections and creating images with narrative writing. •Have a station on comprehension strategies and a writing station as part of SGLI.	• Pupil Writing Samples •All areas of literacy will improve oral, reading and writing	Teachers	September 2015 **Term 2 2015/2016**
Monitor and Review	**Review Year 1 : May 2016** **Review Year 2: May 2017** **Review Year 3: May 2018**			

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