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**Literacy Action Plan**

(Updated May 2015)

St. Finnachta’s NS

Rationale:

This action plan for Literacy describes the response by St. Finnachta’s National School to the challenges and opportunities posed by the National Strategy to Improve Literacy & Numeracy among children & young people 2011 – 2020.

Aims of the plan:

To allow every child in our school to gain increasing confidence and competence in the development of reading comprehension skills and adopting these skills in everyday life.

Background & History of this plan:

The decision was taken by teaching staff and the in-school management team to focus on literacy due to its central importance to other curricular areas as well as to education and learning in general. It was agreed that the area of literacy to be focused upon would be comprehension of reading. In creating an action plan the first task was to gather information about how our school is currently performing in reading comprehension and in what areas we could do target for development. We gathered both quantitative and qualitative data, in the manner detailed below, in order to construct our targets for the year ahead:

* With regards the use of quantitative data for the purposes of addressing learning needs, we analysed the standardised data reported from our Micra-T results over a three year period (2010 – 2013) and presented them in table form.
* Reflecting the importance of parental input and support as a qualitative element of our self-evaluation, we consulted the entire parental body. In May 2013 we asked parents to let us know how they feel their child is performing in reading. The written questionnaire, circulated to every parent in the school, asked parents to comment on how their child felt about the provision of literacy instruction; in which areas they felt the school was succeeding with regards the teaching of reading; which areas the parents felt the school could improve in the teaching of reading; and whether the parents felt comfortable with supporting their children in reading, and if not, what support the school could offer to support parents in this regard. Approximately seventy per cent of parents replied and their replies were very affirming while also providing us with useful information on which to base our action plan. At the same time we asked all children from Third Class upwards to complete a questionnaire on their own experience of reading and reading comprehension. Teachers also contributed their opinions and ideas through focus group meetings and survey. A summary of the findings were published in the School Self-Evaluation Report.

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|  | **School Action Plan for Literacy (Reading Comprehension) 2013 -2016** |
| **Target** | **Required Action** | **Leaders** | **Timeframe** |
| 1. **The implementation of early Intervention Programmes for Literacy will have a positive impact on the literacy levels of participants**
 | 1. Provision of the Reading Recovery Programme to individual senior infant & first class pupils
2. Apply to PDST for training for additional Reading

Recovery Teachers(c) Implementation of the Literacy Lift Off Programme at Senior Infant and First Class level1. Full implementation of Guided Reading at 2nd Class Level
2. Analyse pupils’ results/ achievements by tracking progress in pre/ post-intervention tests, standardised tests, screening tests and focus group responses
 | Reading Recovery TeachersPrincipalClass Teacher& LS/RT TeachersLiteracy & SEN TeamsClass TeachersLiteracy Team | On-going2014/ 15On-going for 1st Class & commencing with Senior Infants in Term 2 of 2013/14Term 2 2013/ 14Termly |
| 1. **By the end of year 3, the Building Bridges of Understanding Programme will have been implemented in full and pupils will be familiar with the programme and the 8 key comprehension strategies**
 | 1. Review of whole-school approach to the development of reading comprehension skills including the *Building Bridges of Understanding Programme*
2. Provision of additional Building Bridges Manuals for teachers at each class level

(c) CPD/ PDST Support on the Building Bridges Programme1. Begin implementation of the Building Bridges Programme at each class as follows:
* Term 3 2013/ 14 – Prediction, Visualising & Making Connections (All Classes)
* Term 1 2014/ 15 – Questioning (from Senior Infants) & Monitoring Comprehension – Clarifying & De-clunking (from Rang 1)
* Term 2 2014/ 15 –Determining Importance (from Rang 1)
* Term 3 2014/ 15 –Inference (from Rang 4)
* Term 1 2015/ 16 – Synthesis (from Rang 5)
 | All teachers & PrincipalLiteracy Co-ordinatorLiteracy Co-ordinator/ PrincipalAll Teachers | Term 2 2013/ 14Term 2 2013/ 14Term 1 2014/15 Term 3 2013 /14 & Ongoing |
| 1. **Provide additional scope and educational resources to teachers in their delivery of literacy instruction**
 | 1. Staff and ISM Team will list/ prioritise required literacy resources
2. Liaise with Parents’ Association & BOM in relation to fundraising initiatives

(c) Plan the schedule for the procurement of resources/ materials including;* School Library
* Wide selection of reading materials at all levels for the AR Programme
* Shared Reading, Guided Reading and LS/ RT reading resources e.g. Oxford Reading Tree and Big Cat Series
* Additional RR and LLO reading materials
1. A revised approach to displaying classwork in school corridors will be formulated and additional noticeboards provided if necessary to ensure a high quality and print rich environment
2. Increase the time devoted to literacy activities. Teachers’ timetables will reflect the revised allocation of time for literacy as outlined in the National Strategy (e.g. 6.5 hours per week for infants and 8.5 hours per week for other classes).This will be achieved through integration with other curricular areas
3. Identifying and providing additional Professional Development and collaboration opportunities for including:
* The Building Bridges of Understanding Programme
* Accelerated Reader training
* Literacy & ICT Summer Course
 | All teachers & principalPrincipal/ Fundraising CommitteeLiteracy Co-ordinator & Literacy Group & BOMPrincipal & ISM TeamAll TeachersPrincipal | Term 1 2013/14Term 2 2013/ 14 & On-goingTerm 2 2013/ 14 & On-goingTerm 1 2013/ 14On-going2013/ 14 |
| 1. **Create link between the development of literacy at school and at home**
 | 1. Create leaflets and arrange talks on the ways in which parents can support literacy development of pupils at home
2. Provide detailed information for parents on the literacy programmes & initiatives at the school
 | Literacy Co-ordinator & Literacy Group & Principal Literacy Co-ordinator & Principal | 2014/ 152013/ 14 |
| 1. **Supporting pupils and parents for whom English is a second language**
 | 1. The early intervention provision for pupils with English as a second language will continue through the *Up and Away Programme*
2. Providing parents of pupils for whom English is a second language with information on language & literacy courses for adults in order to help parents support their children’s learning at home
 | LS/ RT TeachersPrincipal | On-going2013/ 14 |
| 1. **Maintain a high disposition to reading among pupils and help pupils to be motivated to read for pleasure**
 | 1. Continuation of the Accelerated Reader Programme from 4th-6th classes
2. Introduction of the Accelerated Reader Programme with 3rd Class

(c) Administer periodic self-report questionnaires on reading to pupils 1. Organise ongoing ‘reading for fun’ initiatives e.g. Readathon, Book Fair, Authors’ visits, Trips the Library etc.
 | Literacy Co-ordinator & Class TeachersLiteracy Co-ordinator & Class TeachersSSE Co-ordinator & Literacy TeamLiteracy Co-ordinator, Class Teachers, Principal | On-goingTerm 1 2013/14Term 3 2013/ 14 and annually thereafterOngoing |