

		Year 1	Year 2	Year 3
Prioritised Area of Activity -2016-2019 Literacy	Review	<ul style="list-style-type: none"> ➤ Examined & analysed Drumcondra Reading Test results from 2013-2016. ➤ The percentage of children who are presenting with a standard score band of 80-89 is currently at 20%. We hope to move 2% of these children to the 90-109 band. This target was achieved ➤ Annual ongoing CPD for all staff in the area of literacy. This target was achieved in part but will need continued targeting in the coming three years ➤ The action plans outlined were implemented but in some cases not all actions were followed owing to time constraints along with the Literacy challenges presenting in our school currently. 		
	Targets	<ul style="list-style-type: none"> ➤ To implement the action plans outlined below, as well as consolidating the actions taken in our first 6 year plan. ➤ To maintain the improvements of the last 9years through continued use of established literacy initiatives. ➤ The percentage of children who are presenting with a standard score band of 80-89 is currently at 17%. We hope to move 1% of these children to the 90-109 band. ➤ Annual ongoing CPD for all staff in the area of literacy with s specific emphasis on co teaching and oral language development. 		
	Actions	<p style="text-align: center;"><u>2016/2017; Year 1</u></p> <ul style="list-style-type: none"> ➤ <i>Whole School Approach towards Oral Language Instruction linking with writing genres being taught</i> ➤ <i>CPD in the area of Oral Language Instruction</i> ➤ <i>Focused reading initiatives at each class level</i> ➤ <i>Focus on Vocabulary Development throughout the school</i> ➤ <i>Dedicated Literacy hour with in class co teaching for two hours per week</i> ➤ <i>Review handwriting and written presentation currently in place</i> 	<p style="text-align: center;"><u>2017/2018; Year 2</u></p> <ul style="list-style-type: none"> ➤ <i>Functional Writing</i> ➤ <i>Critical thinking and Book talk in line with new oral language PLC(2nd class)</i> ➤ <i>Review strategies to link with writing genres</i> ➤ <i>Review Passport to Better English</i> ➤ <i>Assessment of Oral Language</i> ➤ <i>Tailored booklist review for SEN and EAL children</i> ➤ <i>Book Clubs to promote reading for pleasure</i> 	<p style="text-align: center;"><u>2018/2019; Year 3</u></p> <ul style="list-style-type: none"> ➤ <i>Assessment of functional writing</i> ➤ <i>Handwriting. Uniformity of approach</i> ➤ <i>Expansion of levelled reading texts to senior classes</i>
	Monitoring	<ul style="list-style-type: none"> ➤ Teacher observation ➤ Teacher designed tasks and tests. ➤ Standardised end of year tests. ➤ Accelerated reader tests ➤ Literacy section in SALF folders ➤ Literacy Committee Meetings. ➤ Teacher and student feedback on literacy initiatives taking place in each class ➤ Link with community links with regard to ongoing upgrading of library for Accelerated Reader ➤ Review verbal CAT and Drumcondra results and evaluate discrepancies between scores 		
	Evaluation	<ul style="list-style-type: none"> ➤ Using baseline data and targets as a guide, progress made since inception of plan will be measured and evaluated by comparing of standardised end of year test results, year on year. ➤ To be co-ordinated by senior management of Holy Family Senior school, Literacy co-ordinator & Literacy Committee. ➤ Use of results in these tests will inform future practice. ➤ Evaluation of literacy initiatives year on year by Literacy committee and whole staff. ➤ Literacy and staff meetings and collaboration with teachers engaging in co teaching of Literacy ➤ Questionnaires to teachers to review and evaluate practise at the end of year and inform planning going forward 		

