

Saint Joseph's National School Ballyadams.

English Curriculum Policy.

Introductory Statement.

This whole school plan for Literacy was revised and overhauled in consultation with teaching staff over the course of the school year 23/24. This was following on from several visits from our Oide Advisor, Gemma Meehan during the school year 22/23 and Term 1 of 23/24.

Rationale.

Language is at the heart of all children's learning. In Ballyadams National School, we are committed to the holistic development of all pupils and we see language as being a key component in each child's development. In developing this whole school plan for English, our hopes are:

- To benefit the teaching and learning of the English Curriculum in our school.
- To create and implement a core curriculum in the areas of oral language, reading, writing and handwriting.
- To conform to principles of learning outlined in the Primary School Curriculum.
- To ensure consistency, development and continuity in our approach to the teaching of all aspects of English throughout the school.

We believe that a consistent, structured and intensive oral language and phonics programme will improve teaching and learning in all areas of the curriculum.

Vision:

It is our vision to create a school where our pupils will communicate, read and write with and for each other, staff, parents/carers, visitors and the wider school community with clarity, confidence, fluency and respect. The Primary Language Curriculum sets out an image of children as communicators, readers, writers, and thinkers, and a vision and understanding of primary classrooms as places where children are enabled to progress at their own pace in environments and relationships which are supportive, engaging and inclusive. In keeping with this vision set out in the new Primary Language Curriculum, our intention is to develop our student's abilities in relation to the areas of communication, reading, writing and thinking. In seeking to do this we will strive to deliver teaching which enables our students to progress at their own pace in environments and through relationships that are supportive, engaging and inclusive. (Primary Language Curriculum p. 12)

Aims:

We aim, through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language teaching. This plan will form the basis for teachers' long and short-term planning. It will also inform new teachers of the approaches and methodologies used in our school.

We endorse the aims of the New Primary Language Curriculum, which are presented in 3 groups. The Primary Language Curriculum, and this whole-school plan, aims to support teachers to:

Children and their Lives

- enable children to build on prior knowledge and experience of language and language learning to enhance their language learning
- encourage children of different languages and cultures to be proud of and share their heritage
- recognise the wide variation in experience, ability and language style which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships.

Children's communications and connections with others

- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations.
- encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes.
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.

Children's language learning and development

- promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
- encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing

- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages and other cultures.

Curriculum Planning.

Strands and Elements

The following table sets out the Strands and Elements of the Primary Language Curriculum:

Element 1: Communicating

Strand:	Learning Outcome:
Oral Language	Engagement, listening and attention (intentionality, verbal memory) Social conventions and awareness of others (relevance, turn-taking, extra- and paralinguistic skills)
Reading	Engagement (intentionality) Motivation and choice (relevance)
Writing	Engagement (intentionality) Motivation and choice (relevance, purpose, audience)

Element 2: Understanding

Strand:	Learning Outcome:
Oral Language	Sentence structure and grammar (syntax, morphology) Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills) Demonstration of understanding (semantics)
Reading	Conventions of print (meaning and understanding of text/illustration) Phonological and phonemic awareness Phonics and word recognition (alphabetic principle, word identification strategies) Reading vocabulary (semantics)

Writing	Conventions of print and sentence structure (syntax) Spelling Vocabulary (semantics)
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Element 3: Exploring and using

Strand:	Learning Outcome:
Oral Language	Requests and questions Categorisation Retelling and elaborating (narrative text and response)
	Playful and creative use of language (aesthetic dimension of language) Information giving, explanation and justification (expository text) Description, prediction and reflection
Reading	Purpose, genre and voice (awareness of author's purpose) Comprehension (comprehension, text organisational structure and fix-up strategies) Fluency and self-correction (accuracy, fluency and meaning)
Writing	Purpose, genre and voice (sense of voice, aesthetic dimension of text) Writing process (using processes, structures and language register) Response and author's intent (author's purpose and responding) Handwriting (legibility)

Approaches in our School.

Oral Language.

Learning Outcomes for Oral Language

- See Page 22 of the Primary Language Curriculum

Oral Language Objectives.

The aim of this plan is to provide a structured, sequential programme for teachers which will enable children to:

- Gain pleasure and fulfilment from language activities e.g. Aistear themed language
- Develop the capacity to express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk and discussion, and the development of ideas.
- Develop fluency, explicitness and confidence in communication.
- Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation abilities.

Approach to Oral Language:

The schools agreed approach to Oral Language will draw on three areas of content:

Discrete Oral Language.

Form, structure, use of language and grammar are addressed during Discrete Oral Language time. Some of the discretionary curriculum time may be used for this. Children are encouraged and taught to use correct pronunciation, grammar etc. when speaking. Discrete oral language will be addressed using curriculum objectives as guidelines e.g. introducing oneself and others; greeting others and saying good- byes; giving and receiving messages; discussing world news, using the telephone; making requests for information; giving directions; expressing appreciation; welcoming visitors; making a complaint; expressing sympathy etc.

Integrating Oral language through the Reading and Writing Process.

The following oral language activities and skills will be developed through the teaching of reading and writing - comprehension strategies, language experience approach, brainstorming at the pre-writing stage, peer-conferencing and conferencing with teacher, children in author's chair, use of novel, writing process, etc.

Integrating Oral language across the Curriculum.

Oral language is central to teaching and learning across all subject areas.

Examples include: describing skills in Visual Arts, listening skills in Music and PE, turn taking and expressing opinions in SPHE and extending vocabulary in SESE. Planning oral language across the three strands ensures that these three areas of content are adequately addressed.

In planning for oral language across the strands, the following contexts are utilised:

- Talk and discussion
- Play and games
- Story
- Improvisational Drama
- Poetry and Rhyme

There is an emphasis on classroom organisation and methodologies that provide children with an opportunity to learn the form and structure of language and to use language discursively through questioning and for coherent expression. Teachers will incorporate a variety of organisational settings into the teaching and learning for development of Oral Language such as pair work, group work, whole class discussion, formal and informal debates and circle work.

Whole School Strategies for Oral Language.

Assemblies:

Regular group assemblies

Appropriate and respectful language is modelled

Good listening and appropriate responses are encouraged

Common social functions are taught

Positive non-verbal behaviour is encouraged

Presentation of work

Yard:

Using words to communicate and solve problems

Self-Maintaining Language

Model positive and respectful language

Use of Restorative Practice Questions

School Related Functions:

Etiquette for children visiting classes

Morning and afternoon greetings

Importance of “saying the name” when speaking to others

Aistear:

Aistear activities daily in Junior and Senior Infants classes. Aistear activities in 1st Class at the discretion of the class teacher. We use a thematic approach for Aistear and ensure that an oral language/role play station is included in the Aistear theme.

Some Activities/Methodologies currently used for Oral Language:

The following skills will be modelled and taught in our school at all class levels:

- Using words for common social functions in a polite and respectful manner (ongoing, daily)
- Communicating to meet personal needs (on-going, daily)
- Listening (rhymes, jingles, riddles, listening activities, bingo, news)
- Recalling (re-telling stories, class trips/visits, news)
- Naming (name, address, days, months, seasons, family members, things you need for/find in)
- Categorising and classifying (people, places, family, clothes, weather, animals, food, pets)
- Describing (colour, shape, feelings, characters)
- Denoting Position (orientation-left/right, relational-under/beside/behind/on/in)
- Sequencing (alphabet, days, months, seasons, times of day, sequencing words)
- Reasoning (relational words-because/but, problem solving-what shall I do? 20 questions, proverbs)
- Giving instructions and directions (how do we make a cup of tea/go to the shop?)
- Reporting (reporting back from a group activity or project)
- Speaking out clearly (on going, daily)
- Predicting (hear part of a story, what do you think will happen next?, picture sequences)
- Projecting/empathising (picture/story, How do you think they are feeling? How would you feel if I?)
- Imagining (a new planet, a newly discovered species of animal)
- Questioning (20 questions, the Yes/No game show)
- Interpreting and using appropriate non-verbal language
- Taking turns in speaking and listening (circle-time, news time)
- Showing tolerance for views of others (circle-time, debating)
- Think Talk time (thinking and talking about questions of a philosophical nature to develop critical-thinking)

Reading.

Learning Outcomes for Reading

- See Page 26 of the Primary Language Curriculum

In the area of reading we aim to:

promote positive attitudes and develop the appreciation of reading

develop print awareness, an understanding of the purpose of print, and a control over the different ways meaning is derived from print

develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary

develop an appropriate range of comprehension strategies to help interpret text beyond the literal level (prediction, inference, etc.)

develop an awareness of the richness and diversity of reading material reading from a variety of texts of gradually increasing complexity

engage in and enjoy sustained silent reading

enhance emotional and imaginative development through reading

develop cognitive ability and the capacity to clarify thinking through reading

Use class libraries to increase fluency and interest in books.

Use explicit instruction of reading skills and strategies to enable at-risk children to participate more fully in literary experiences.

Reading Objectives:

The aim of this plan is to provide a structured and sequential programme for teachers to enable children to:

- Develop reading fluency through print awareness, phonemic awareness, word identification strategies, and sight vocabulary.
- Develop their comprehension and analytical strategies

- Expand their understanding and usage of grammar, syntax and punctuation.
- Develop their appreciation of the richness and diversity of reading material.
- Experience the pleasure and fulfilment to be gained from reading.

Early Intervention:

In Ballyadams' N.S we believe that early intervention is the key to successful reading and writing. We implement the Literacy Lift Off programme. This programme gives children lots of opportunities to read books at their own level of competency and to gradually lift the complexity of what they can do in both reading and writing by equipping them with the necessary problem-solving skills.

We use multi-sensory literacy programme's at multiple class levels; Touch Type Read and Spell, Online PM Readers and Word Shark online Literacy Programme.

Our literacy programme throughout the school places a large emphasis on reading for meaning. In keeping with the principle of effective language teaching, activities and tasks are presented in interesting and meaningful contexts. Reading activities provide practice in reading for comprehension, ranging from the lower order literal type to the higher order of inference and evaluation depending on the age and ability of pupils. Many writing activities are open-ended to encourage critical thinking and creative expression. Oral language is developed by encouraging children to be active listeners through the development of a varied range of listening and oral activities.

Print-Rich Environment.

We are very conscious of the importance of a print-rich environment throughout all classes and a variety of examples of a print-rich environment are evident in our school including big books in a range of genres, picture books, independent reading books, charts of poems, songs and rhymes, labels and directions, name charts, written materials produced by the children, jobs chart, timetables, word charts, noticeboards (messages for children to read including Green School Board, Active School Board), charts of days, months, seasons and festivals, calendars, theme charts, environment print in the neighbourhood, etc.

Basic Sight Vocabulary.

Basic sight vocabulary is an important component of the language base the child needs before embarking on a structured reading programme. It will be acquired from a number of sources, such as language experience material, large-format books, environmental print, labelling,

flash cards etc. Sight vocabulary will be developed through selecting common words, core words, high interest words, Dolch list, Jolly Phonics Tricky Words and social sight vocabulary. Suggested list of Sight words can be viewed in our school Phonics plan. (See Appendix:1)

Reading Fluency.

The primary strategies recognised in this school to enable children to identify words are their knowledge of letter-sound relationships (grapho/phonic cues), their experiences and understanding of the world (meaning or semantic cues) and their knowledge of the forms of language (syntactic cues).

From the outset, children are encouraged to look at letters in words, the shape of words, for letters they recognise, to sound out letters that they know, to look for little words in big words etc.

Other strategies used with the children every day are encouraging the children to look at the shape of the word, look for small words, breaking the words into syllables etc.

In order to develop reading fluency among our children, class teachers are encouraged to facilitate reading activities such as D.E.A.R. (Drop Everything And Read) Time.

Reading Material.

We aim to use a variety of reading material such as big books, class readers, parallel readers, poetry anthologies, class novels etc. Big books are used to expose children to reading in order to develop their receptiveness to language. It also provides children with an opportunity to talk about reading and expose them to the conventions of print. The class reader is used to develop reading skills such as word attack skills, dictionary work, comprehension, information retrieval skills etc. Teachers ensure that their use of questioning on the class reader is differentiated to cater for the varying needs within the classroom. Parallel readers serve to give children the opportunity to read independently at their level to ensure they view reading as an enjoyable activity, to develop fluency and heighten their self-esteem. We endeavour to select reading material that lends itself to group/individual recitation and to emotionally and imaginatively engage in activities such as character development, discuss why they chose a particular text, respond to material read through drama, art and music etc. We have adopted a variety of approaches such as collaborative reading, independent reading, group reading, whole class approach etc. and we aim to strike a balance throughout the year. The S.E.T. (Special Education Teacher) supplements the reading programme by

implementing early intervention programmes during the year, devising the phonics and phonological awareness programme in consultation with staff etc.

School /Classroom Library.

All children have access to an in class library from which they are free to pick books which are of interest to them. Children will also visit the school library with their class teacher.

Whole School Initiatives for Reading

World Book Day

D.E.A.R. time

Paired/Buddy Reading

Shared Reading

Study of Authors and Visiting Authors

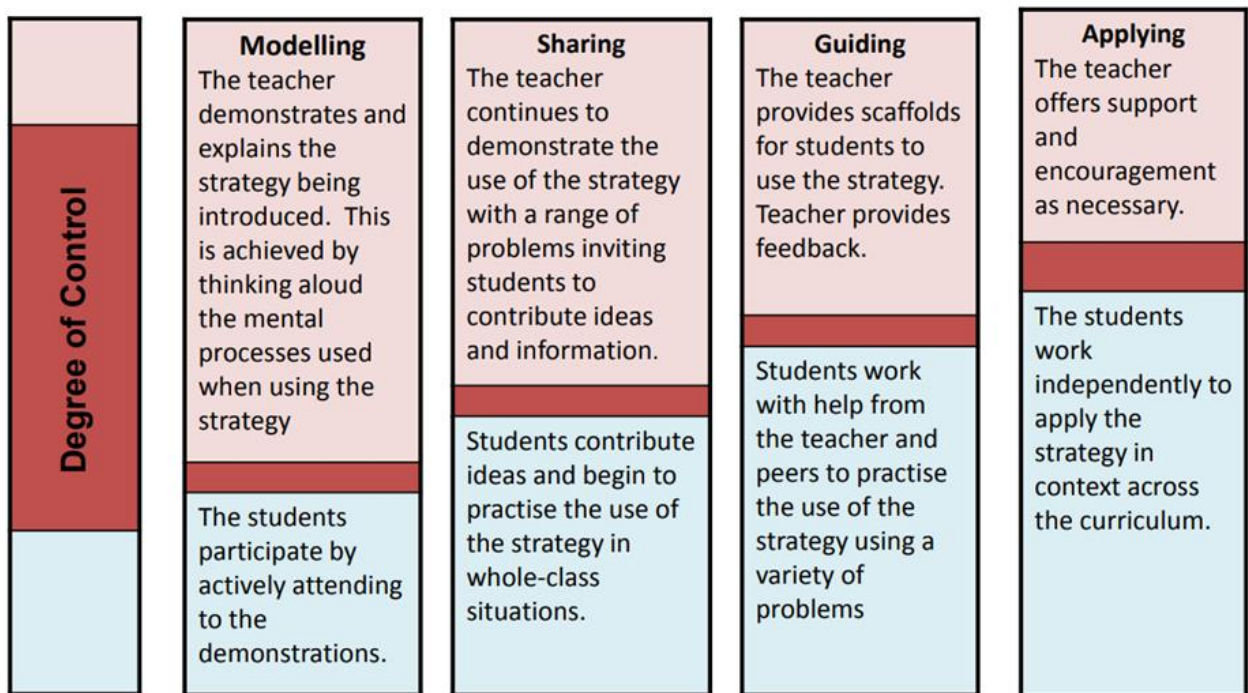
Presentations at school assemblies

Phonological Awareness & Phonics:

Phonological Awareness and Phonics is an integral part of the acquisition of the English language and a child's level of phonological awareness at the end of the first year in school is one of the strongest predictors of future reading success. Therefore a huge emphasis is placed on the explicit teaching of Phonological Awareness in the early school years. A detailed outline of our phonological programme is outlined in Appendix:1.

Comprehension Strategies.

Comprehension strategies are explicitly taught at each class level. We take a spiralled approach.(Appendix: 2.) The below approach outlines how each strategy is taught based on 'Building Bridges of Understanding'.



Writing.

The Primary School Curriculum recognises the act of writing as part of the language learning process. Writing is a skill and a craft that needs to be taught and which is learned from practice.

Learning Outcomes for Writing

- See Page 30 of the Primary Language Curriculum

Writing Objectives:

The aim of this plan is to provide a structured and sequential programme for teachers to enable children to:

- Write clearly, correctly and fluently.
- Use a wide range of vocabulary.

- Use grammar and punctuation appropriately.
- Write in a variety of genres encompassing differing styles, purposes, audiences and levels of formality.
- Experience opportunities to develop presentation, editing and publishing skills.
- Engage in collaborative writing experiences.

- Edit and redraft writing.
- Develop a high standard of penmanship.

Writing Methodologies:

The Process of Writing.

The school's approach to writing concentrates on the writing process in order to develop the child's expressive and communicative abilities. Through the process of writing, children will explore a selection of independently-chosen topics, through a variety of genres for different audiences within a whole school approach that values children's writing.

Fostering the Process of Writing.

The school will provide opportunities for children to write for real purposes and real audiences, recognising that drafting, editing and redrafting are at the heart of the writing process. Free writing will be used to enable the children to become independent writers. Teachers will go through Oide's Seven Steps to Teaching Writing as they seek to develop children's writing abilities in a number of genres.

Genres of Writing.

The purpose of the writing and the audience for whom it is written will determine the genre.

We teach all the following genres. These will be developed as children progress through the school.

Recount – school trip / Their weekend news (factual or imagined)

Report writing – factual – e.g. life history of the butterfly – book review

Explanatory writing – how a volcano is formed / how I made my robot

Procedural writing – rules, directions, recipes

Persuasive writing - debate

Narrative – story (Creative & Imaginative Writing)

Writing to Socialise -e.g. e-mail

In teaching the genres of writing, the children will encounter the genres through reading/being read to, teacher-modelled writing, guided writing and the use of writing frameworks, all leading to independent writing. (Appendix: 3)

Poetry.

In order to develop the child emotionally and imaginatively, we will encourage children to write a variety of poetry. Children will be given the opportunity to work as a whole class, in

groups and pairs as well as individually when writing poetry and the writing of different types of poems will be modelled.

e.g. Limericks, acrostics, cinquain, riddle poems, rhyming poems, pyramid poems. This list is to be added to during the year by each class teacher in order to cater for children's needs and interests.

Free Writing.

Free writing is encouraged throughout the school. The children choose their own topics and genres. The teacher does not mark, correct or criticise this work. It can be discussed and praised. This writing is completed in a specific copy. Children may choose to draw also to illustrate their work. The purpose of free writing is to promote the enjoyment and fluency of writing.

Spelling and Word Study.

In Ballyadams' National School we understand that mastering spelling is a developmental process and when children attempt to master the complexities of English spelling they go through a number of overlapping developmental stages:

- Using sound-letter relationships
- Using pattern
- Using meaning

We also believe that spelling must never be a barrier to children's writing. While we do not want to dampen a child's enthusiasm to write, we will endeavour to promote accurate spelling. To this end we are very conscious of the value of invented/approximate spelling as it allows children to self-correct their attempts as they move through the different stages.

The convention of spelling will be achieved progressively through a multidimensional approach.

This will include:

- Linking spelling with the development of phonological and phonemic awareness
- Linking spelling with onset and rhyme
- Having a rich experience of environmental print
- Compiling word walls and personal word banks e.g. personal names, local place names, seasonal words etc.
- Using dictionaries
- Becoming familiar with common spelling rules
- Accepting approximate spelling in creative writing.

Our spelling work from 1st to 6th class will be based on studying core words through sentences. These sentences are taken from Brendan Culligan's book 'Teaching Spelling'. Children are assessed in September each year on core words and pupils are differentiated accordingly.

Teaching and learning during spelling and word study lessons will focus on:

Meaning of words, letter patterns, rules e.g. i before e..., examining root words, compound words and their relatives, syllables and sounds. The key to all of this will be promoting students' thinking. Word Study engages students in guided self-discovery about how words work, leading to knowledge and understanding of why words are written in a particular way.

Grammar and Punctuation.

We aim to teach grammar and punctuation in the context of the children's own writing and/or reading and we emphasise the oral aspect of teaching. (Appendix: 5)

Handwriting/Penmanship.

As per the primary language curriculum, children will be encouraged to write legibly and fluently in a chosen script using a personal style, ensuring correct formation of lower and upper-case letters.

The importance of precision and presentation is constantly reiterated and encouraged in copies, worksheets, free writing and otherwise. Children will present copies neatly always using a date, title and ruling margins where necessary. An emphasis will be placed on this from second class up.

Our Approach to Handwriting:

- The best way to ensure good handwriting is to learn it correctly from the beginning.
- Good posture, pencil-grip and how the children form their letters are explicitly taught.
- Pre-writing patterns are taught before separate letter formations at infant level.
- A multi-sensory approach to handwriting is adopted in the school.
- Where appropriate, all teachers will follow the same style/format of cursive handwriting throughout the school. (Appendix:4)

Parental Awareness of Handwriting.

Parents will be informed of the handwriting style in the school at parent/class meetings. They will also see it as part of homework.

Guidelines/instruction for parents will be provided at the teacher's discretion.

Planning, Teaching and Assessing for Learning.

The Primary Language Curriculum helps teachers to support children's language learning and development through the process of planning, teaching and assessing for learning in English. Four parts (components) of the Primary Language Curriculum work together to support teachers' planning, teaching and assessment for language learning: Learning Outcomes, Progression Continua, Examples of children's learning and development, and Support Material for teachers.

Together, the Learning Outcomes and the Progression Continua provide important reference points for teachers to plan for, and make judgments about, children's language learning.

Assessment and Record Keeping.

Assessment is integral to the teaching and learning process. We consider all the different assessment tools we use very valuable:

- Teacher observation
- Teacher designed tasks and tests
- Running records
- Free Writing
- Work samples, reports and portfolios
- Diagnostic Tests e.g. Schonell Reading Test
- Standardised Tests

Junior Infants – Belfield Infant Assessment Profile.

Senior Infants – MIST (Middle Infant Screening Test) MIST is administered in February.

1st - 6th Classes - Drumcondra Primary Reading Test, administered in May.

The Drumcondra Reading Test is given to all classes from First to 6th class at the end of May each year.

Each of these assessments have a contribution to make in helping to monitor individual children's rates of progress and levels of attainment as they engage with the language curriculum and by using the information provided in them, we can build up a profile of each child as they progress through the school. An analysis of the results of the Drumcondra is conducted each year. Results of this test are also given in the summer reports.

Assessment of Learning as evidenced in test results will inform Assessment for Learning, thus ensuring that areas of weakness are given priority. Results are analysed on an individual, class and whole school basis. Results of all standardised tests are kept on file on Aladdin.

Children with Different Needs.

All mainstream teachers are aware of the need to differentiate within their classes.

Teachers work in collaboration with the S.E.T. team to ensure the needs of each child is met.

For those children who have a psychological report, every effort is made to ensure the class teacher works to the recommendations given.

Where a child is entitled to an S.N.A., great attention is given to ensure integration into the classroom/school environment both socially and academically.

A collaborative approach is taken in drawing up School Support Plans.

Access to school and class library.

Parental participation in school life.

E.A.L. Provision.

Should children present with a requirement for EAL, they will be supported by the SEN team as appropriate.

Equality of Participation and Access.

Equal opportunities will be given to all children regardless of gender, ethnic background, socio-economic status across all strands and activities.

Homework.

Teachers can assign English homework at their discretion in accordance with the guidelines of our school homework policy and the Department of Education. As a core subject, Literacy homework should be assigned daily. From first class spellings are assigned each day. Parents/carers are regularly reminded of the importance of oral language and reading homework, as well as written work.

Resources and Digital Learning.

We endeavour to build on and develop the resources available for teaching and learning over time. Teachers will be encouraged to maximise resources available to them. The school will ensure that teachers' resources for school-wide programmes will be available to all teachers, including Phonics programme, Peer Tutoring, Guided Reading, Shared Reading, Building Bridges of Understanding, PM readers etc.

ICT will be used in classroom and support settings to further support the teaching and learning of Literacy in the form of Interactive Whiteboards, i-pads, online programmes etc. Children are encouraged to publish some of their work in order to enhance the standard of presentation of their work, giving them added pride in the final product.

An appropriate amount of money may be requested from the Board of Management to fund our Literacy programme. Contributions may also be requested from the Parent's Association, through fundraising events and sponsorship from local businesses.

Children are encouraged to publish some of their work in order to enhance the standard of presentation of their work, giving them added pride in the final product.

Individual Teachers Planning and Reporting.

Class Teachers' Planning:

Individual teachers will plan their yearly Literacy programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan. This should ensure clear progression as children move from class to class. Teachers will collaborate on content and methodology for Literacy from this whole school plan and it will be monitored and assessed on an ongoing basis.

Teachers are expected to complete yearly (or termly) plans for the teaching of Literacy in their classes and are responsible for the implementation of such. Learning outcomes directly from the Primary Language Curriculum are included in each teachers' long term scheme.

The Cuntas Míosúil must document what has been covered in the teaching and learning of Literacy each month.

Support Teachers' Planning:

SETs must complete fortnightly/weekly plans detailing the teaching of Literacy to children with SEN.

Staff Development.

Teachers are encouraged to attend courses available online and in Education Centres. Teachers are encouraged to share their expertise gained at such courses. A strong collaborative ethos exists among the staff.

Parental Involvement - Home School Links.

The school recognises that parents are the primary educators and that they play a crucial role in the language development of their children. This plan and the Curriculum documents are available for parents to inform them of the programme for English and the new Literacy Strategy. Children are encouraged to discuss the content of their homework.

Parents are made aware of the central importance of oral language in the learning process.

Parents are made aware of the importance of involving children in purposeful language activity. Parents could assist their child's oral language development by discussing the school day with their child, taking an interest in what they are learning and talking with their child on a nightly basis.

Parents can support their child's reading e.g. paired reading, shared reading, storytelling, reading environmental print, ICT Programmes, homework – hearing reading and talking about reading, involvement with the school library, local library, book fairs, World Book Day etc.

Information will be shared with parents through general meetings, discussion at parent teacher meetings, the schools newsletter, and school website.

Success Criteria.

The success criteria of this Whole School English Plan is one which needs to be evaluated over a period of several years. Among the items which will be considered when seeking to identify if objectives have been met are the following:

Teacher/parent/pupil feedback

Children's feedback regarding their learning

Suggestions and reports of DES Inspectorate

Monthly records of teaching and learning

The success of this plan will be measured by teacher observation of pupil enjoyment and participation in oral language, reading and writing activities. The success of the plan will also

be measured by the achievement of pupils in standardised tests. Feedback and reflection will be used as an informal method of measuring the success of this whole school plan.

Review/Ratification/Communication:

Implementation.

(a) Roles and Responsibilities

This plan will be developed, implemented and supported by the Principal, all staff members, parents and pupils.

(b) Timeframe

This revised plan is currently being implemented and will be reviewed at regular intervals.

Review.

(a) Roles and Responsibilities

An informal review will take place at planning meetings/staff meetings by class teachers at different levels.

(b) Timeframe

A formal review will take place after a period of four years and will be the responsibility of the principal and post-holder.

Review will take place: September 2028.

Ratification and Communication:

Signed: Brian Ramsbottom

Date: 2.2.24

Chairperson B.O.M

Signed: Rory Stapleton

Date: 2.2.24

Principal.