



# Scoil Naomh Bríde

## Our Reading Proficiency and Literacy Skills Improvement Plan

(Self-evaluation 2021/2022)

### Introduction

This document sets out the targets and actions in regards to improving literacy skills and reading fluency among the pupils in the school.

#### 1.1 School Details:

Scoil Naomh Bríde is a Roman Catholic School aiming to promote the full and harmonious development of all aspects of the pupil. There is a current enrolment of 207 children in the school. There are 12 teachers consisting of 8 mainstream teachers, 3 full time SET teachers and an Administrative Principal. There is 1 Special Needs Assistant. There are also ancillary staff employed by the school, a secretary, a cleaner and a caretaker. Scoil Naomh Bríde has a very dynamic Board of Management who meets regularly during the school year. The board plays an active role in all aspects of the management and running of the school while at the same time forward planning for the development of the school as a whole. There is also a very committed Parent's Association who is available to assist with school initiatives, transport, fundraising etc. The school is an integral part of the community, a typical rural Irish parish where many of the children's parents and grandparents attended the school throughout the years. The school actively promotes school initiatives to the wider community as a whole and recognises the importance of the role that the school plays in the community.

#### 1.2 School Vision:

- We strive to improve reading proficiency and literacy skills among our pupils. We believe that guided reading should be a key part of our literacy teaching. Guided Reading develops the abilities needed for independent reading as reading strategies are explicitly taught and visible to the child. Therefore, the child is more likely to use them independently. We aim to provide children with lots of opportunities to read texts at an appropriate level of difficulty and in doing so to experience success. We will strive to ensure that children are reading books that are just right, not too easy and not too hard.
- We want children to develop reading strategies so they can read increasingly more difficult texts and our aim is to help children learn how to use independent reading strategies effectively to become confident and proficient readers.
- We want to provide the children with enjoyable and successful experiences in reading for meaning. We aim to cater for and fully support the wide range of reading abilities among our pupils.
- We want to increase pupils' motivation and interest in reading and aim to provide them with a wide variety of reading material, across multiple genres that sparks their interest and curiosity. We will encourage pupils to choose their own reading material from a selection of books at an appropriate level of difficulty as choice is widely known as a method to enhance reading motivation, interest in reading and pleasurable reading experiences.
- We recognise the positive impact that early intervention can have on the learning of pupils with special and additional needs and aim to harness this potential in our school moving forward. We aim to fully support children with literacy and reading difficulties and ensure they are fully supported and catered for and strive to ensure that they view reading as a pleasurable experience and experience success. Their progress will be carefully documented and monitored in their NEPS Student Support File.

#### 1.3 Brief account of our reading practice in the school to date:

- In all classes in our school, pupils read oxford readers at an appropriate level of difficulty at school and at home. The teacher chooses a text to develop the right level of challenge to allow children to develop their skills. Levelled texts are designed to support readers along a continuum of reading development from early emergent to upper emergent to early fluent to fluent.
- The children in some classes in the school are exposed to guided reading through the use of 'Read and Respond' activities with novels and other texts.
- DEAR 'Drop Everything and Read' time is conducted in some classes in the school.
- The school has developed very strong links with the local library. Children in senior infants go on a fieldtrip to the local library each year (where possible) as part our S.E.S.E. school plan.
- We believe Early Intervention is paramount to successful reading and writing. We are going to introduce the *Literacy Lift-Off Programme* to second class as a pilot group in October 2021. The children will be given lots of opportunities to read books at their own level of competency and the aim of this intensive programme of reading and writing is that they will gradually lift the complexity of what they can do in both reading and writing. It is envisioned that the *Literacy Lift-Off Programme* will then be introduced to other classes in the school. It will be introduced to first class in January 2022 and then to senior infants in March 2022.

## 2. The focus of this Reading Proficiency and Literacy Skills Improvement Plan

We undertook a literacy evaluation in our school during the period September- December 2021 among the teaching staff. All teaching staff engaged in CPD with our Primary Language Curriculum Facilitator on how best to improve reading fluency and proficiency among the pupils in the school. We also conducted an assessment with the children in second class to find their current instructional reading level.

We evaluated our progress using the following sources of evidence.

- Teacher observations of children in their class
- Discussions among whole staff
- Observations of SET teachers
- Discussion with our Primary Language Curriculum Facilitator
- Standardised test results

### Findings;

- There is a huge range of reading abilities in all classes in the school.
- We need to develop some children's independent reading strategies to improve their reading fluency.
- We need to ensure all children are reading books at an appropriate instructional level.
- We need to develop some pupils' interest in reading and provide them with more choice and autonomy when selecting their own reading material.
- We have a number of reluctant readers in each class in the school. We need to motivate our reluctant readers and discuss with the pupils what books they like to read and ensure our class libraries have a good selection of books that interest all readers within our class.
- We need to focus more on guided reading in 3<sup>rd</sup>-6<sup>th</sup> class through the use of '*Read and Respond*' activities with novels and other texts.
- We value the positive impact that Early Intervention has. We need to implement the *Literacy Lift-Off Programme*. The *Literacy Lift-Off Programme* will be introduced to second class this year in a block of 6-8 weeks and the children's reading progress will be evaluated at the end of the programme. It will then be introduced to some other classes in the school.
- We need to engage in CPD with our Primary Language Curriculum Facilitator on how best to improve literacy skills and reading proficiency among the pupils in the school.
- We need to do an inventory of all oxford readers in the school and replace any missing ones.

### 2.1 The domains and standards being selected are:

Teaching & Learning; Learner Outcomes

### 2.2 The standards and statements being selected are:

Standard	Statement(s)
<b>Pupils enjoy their learning, are motivated to learn and are expected to achieve as learners</b>	<b>Pupils' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.</b>
<b>Pupils achieve the stated learning outcomes for the term and year</b>	<b>Pupils demonstrate that they have achieved, and at times surpassed the stated learning outcomes for the term and year, which have been appropriately differentiated where necessary.</b>

### 2.3 These are a summary of our strengths with regards literacy and reading

- A lot of the pupils in the school are quite proficient readers.
- Some pupils in the school demonstrate very high levels of interest in reading.
- The overall attainment of the pupils in reading is at a very good standard in accordance with the objectives and skills of the Primary Language Curriculum.
- Standardised test results conducted in reading show that reading attainment among the pupils in the school is in line with national norms.
- Through the Oxford reading scheme, parents are actively involved in promoting their child's literacy skills.
- Early intervention by the learning support team in literacy and reading is proving very beneficial.
- Teachers plan methodically for learning and a wide variety of literacy teaching approaches and assessment methods are used by all teachers.
- Teachers regularly provide pupils with constructive, developmental oral and written feedback.
- Staff members are highly motivated to improve literacy and reading proficiency among the pupils and to develop their own expertise through CPD with regard to literacy development in our school.
- Staff members are very willing to adopt new strategies in the teaching of literacy and to introduce the *Literacy Lift-Off Programme* in their class if deemed beneficial for the pupils.
- Book vouchers for 'Antonia's Bookshop' in Trim are given to pupils as rewards during the school year.

### 2.4 This is what we are going to focus on to improve literacy and reading practice further

- Staff will engage in CPD with our Primary Language Curriculum Facilitator in order to maximise their knowledge of how best to use guided reading in their class.
- Staff will ensure that they provide reading material for all children at their own level of competence.
- The Lexile system can be used to find the level of the books that we already have in our class libraries, as suggested by the Primary Language Curriculum Facilitator.
- We need to develop some pupils' interest in reading and provide them with more choice and autonomy when selecting their own reading material.
- We need to motivate reluctant readers and discuss with the pupils what books they like to read and ensure our class libraries have a good selection of books that interest all readers within our class.
- We need to conduct a 'Reading Interest Survey' in some classes to ascertain what books the children like to read as suggested by our Primary Language Curriculum Facilitator.
- We need to ensure that as the children progress through the school, they need to be exposed to more non-fiction texts than fiction as recommended by our Primary Language Curriculum Facilitator.
- The children in 3<sup>rd</sup>-6<sup>th</sup> class will be exposed to guided reading through the use of the 'Read & Respond' series which will be utilised with class novels.
- We will ensure peer support for any staff members if necessary to increase competence and confidence when introducing the *Literacy Lift-Off Programme* in their class and for the sharing of specific resources.

#### **Literacy Lift- Off Programme:**

- The *Literacy Lift-Off Programme* will be introduced to second class as our selected pilot group in October 2021. The class teacher and SET teachers will conduct a running record of each child's reading ability to find an instructional level. Other tests may be administered to ascertain word reading levels and phonological awareness. The Schonell test, a 5 minute writing fluency test and a group reading test to determine the child's reading age were also conducted with second class pupils.
- The children will be organised into groups of 5/6 according to their reading level attained and in consultation with the class teacher.
- Four teachers are assigned to a different station of the literacy lesson (familiar reading, new reading, phonics/phonological awareness training, reading and writing). A fifth listening station was set up in second class using Connect book audio books and laptops.
- The class teacher takes charge of marking the change of activity using a timer.
- Children rotate through each station.
- Post Intervention Evaluation: Assessments will be conducted to monitor efficacy of the intervention.
- The Literacy Lift-Off Programme will then be introduced to other classes in the school. It is envisioned that it will be introduced to first class in January 2022 and then to senior infants in March 2022.

### 3. Our Reading Proficiency and Literacy Skills Improvement Plan

DOMAIN: <b>Learner Outcomes</b>				
STANDARD(S): <b>Pupils enjoy their learning, are motivated to learn and expect to achieve as learners.</b>				
STATEMENT(S): <b>Pupils' enjoyment in literacy learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.</b>				
<b>Pupils demonstrate that they have achieved, and at times surpassed the stated learning outcomes for the term and year, which have been appropriately differentiated where necessary.</b>				
TARGETS: <b>Pupils will learn how to use independent reading strategies to become confident and proficient readers.</b>				
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
Teachers will engage in CPD with the school's Primary Language Curriculum Facilitator on how best to improve reading practice and literacy skills to maximize learning outcomes for the pupils in the school.	<ul style="list-style-type: none"> <li>October 2021</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are confident to utilize guided reading as a methodology to maximize learning outcomes for the pupils in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Oxford readers</li> <li>Levelled readers: <i>Springboard</i> <i>Connect &amp; Talk</i> <i>About Texts</i></li> <li>Baskets/boxes for the books for each group</li> <li>Sound linkage programme and resources</li> <li>Record sheets</li> <li>Connect book audiobooks</li> <li>Earphones</li> <li>Laptops</li> <li>Relevant assessments</li> <li>Personnel Involved; four teachers are needed to operate the LL-O Programme.</li> </ul>
Inventory of oxford readers will be conducted and missing books to be replaced	<ul style="list-style-type: none"> <li>Immediately</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Each teacher to do an inventory of stages relevant to their class. All missing books will be purchased.</li> </ul>	
All Oxford Reading Tree books and levelled readers will be 'banded' to ensure greater consistency and supply in all book levels.	<ul style="list-style-type: none"> <li>Immediately</li> </ul>	<ul style="list-style-type: none"> <li>SET teachers</li> </ul>	<ul style="list-style-type: none"> <li>All Oxford Reading Tree books and school readers have been 'banded'.</li> </ul>	
A 'Reading Interest Survey' will be conducted in 3 <sup>rd</sup> - 6 <sup>th</sup> class to ascertain what books the children are interested in reading.	<ul style="list-style-type: none"> <li>January 2022</li> </ul>	<ul style="list-style-type: none"> <li>3<sup>rd</sup> - 6<sup>th</sup> class teachers</li> </ul>	<ul style="list-style-type: none"> <li>'Reading Interest Survey' will be conducted in 3<sup>rd</sup> - 6<sup>th</sup> class in January 2022.</li> </ul>	

The <i>'Read &amp; Respond'</i> series will be utilized with class novels in all classes from 3 <sup>rd</sup> – 6 <sup>th</sup> class.	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>The <i>'Read &amp; Respond'</i> series will be utilized with classes, 3<sup>rd</sup>-6<sup>th</sup> in conjunction with class novels to improve the pupils reading skills and proficiency.</li> </ul>	
Planning, organisation and purchase of readers and relevant resources for <i>Literacy Lift Off Programme</i> . Planning meetings and a plan formulated with second class teacher and SET teachers in preparation for conducting the <i>Literacy Lift-Off Programme</i> in second class.	September 2021	<ul style="list-style-type: none"> <li>2<sup>nd</sup> class teacher and SET teachers</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in second class will improve their reading fluency and proficiency.</li> </ul>	
<b>2<sup>nd</sup> class;</b> The <i>Literacy Lift-Off Programme</i> will be conducted in second class.	<ul style="list-style-type: none"> <li>October/November 2021</li> </ul>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> class teacher and SET teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Post Intervention Assessments after the LL-O Programme will show an improvement in the pupils reading skills and fluency.</li> </ul>	
<b>1<sup>st</sup> class;</b> The <i>Literacy Lift-Off Programme</i> will be conducted in 1 <sup>st</sup> class.	<ul style="list-style-type: none"> <li>January – March 2022</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> class teacher and SET teachers.</li> </ul>		
<b>Senior Infants;</b> The <i>Literacy Lift-Off Programme</i> will be conducted in senior infants.	<ul style="list-style-type: none"> <li>March – June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Senior Infant teacher and SET teachers</li> </ul>		
<i>Building Bridges of Understanding &amp; First Steps Programme</i> is a resource that is utilised in the school across a number of classes.	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will improve their reading fluency and comprehension.</li> </ul>	
<b>EVALUATION PROCEDURES:</b> (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
Running records of each child's reading ability to find an instructional reading level prior to starting the <i>Literacy Lift-Off Programme</i> , phonological awareness tests prior to starting the LL-O Programme, Post Intervention Evaluation assessments repeated to monitor the efficacy of the intervention once the LL-O Programme has been completed within a specific class. Feedback at staff meetings, Cuntas Míosúl. Teacher observation, assessments and evidence should be saved in LL-O assessment folders.				