

St Mary's N.S., Virginia, Co. Cavan



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN '21-'22

In the last two years, we have looked at literacy teaching and learning in our school to find out what we are doing well. This is what we discovered:

Our school has a well-established library of reading materials for the teaching of reading.

Our staff are a rich source of varied skills and knowledge across the elements of the literacy curriculum – gained from a wide range of teaching experiences both in Ireland and in other countries.

The student voice is experienced, and the student council has been an invaluable vehicle of communication and collaboration during the SSE process.

The families in our school community are enthusiastic to support initiatives in reading and writing and parent feedback has been extremely helpful.

The support services (PDST and Monaghan Education Centre) have been able to guide our school – modelling workshop models, advising us on how to discern relevant and robust literacy research and providing advice and guidance.

This is what we did to find out what we were doing well, and what we could do better:

An in depth study of standardised tests carried out in literacy – Test 2R, Drumcondra Early Screening, Drumcondra levels 3-6.

Used writing samples.

Conducted student surveys using The Student Council as facilitators as well as teachers.

Conducted parent surveys.

Sought feedback from PDST advisers about the current practice in St Mary's N.S. for reading and writing.

This is what we are now going to work on:

Learner Outcomes and Learner Experiences:

Daily reading Practice

Library Resources: Read to Self - read the pictures/words. Building a reading stamina will take planning and time.

Read to Someone - teacher led small groups, partner reading, buddy reading, or read with a friend.

Listen to Reading - can take many different forms, including teacher read aloud, online audiobooks and stories online. For emerging readers, time spent listening to fluent reading is invaluable for building vocabulary, reading pronunciation and expression.

Daily Opportunities to Write:

Work on Writing - students should have extended time to practise and the freedom to explore different writing topics.

Modelled writing: teachers models writing using “think aloud” and explicit teaching to share craft moves or skills.

Share time: students share their writing together and specific feedback is provided - what the student is doing well and one thing to work on.

This is what you can do to help:

For young children, nursery rhymes are especially helpful for language and early literacy development. Play audiobooks or read aloud at home to increase the amount of language your child hears. Hang different kinds of print around your house. Label objects in your home. This can show the importance of language, reading, and writing. Help your child build background knowledge on a topic. Talk about everyday experiences, show your child pictures, and tell him/her stories.

If you use a different language at home, speak and read to your child in that language. This can help grow his vocabulary and make connections at school. It can also increase their curiosity and readiness to learn at school. Learning opportunities in a home language will help literacy learning in English.

For older children, play word games, talk about word meanings, and point out interesting or new words when reading together. Ask questions before, during, and after reading aloud. This can help your child focus attention on the ideas in the story. Before reading, look at the

book cover and talk about what might happen in the story. During reading, ask what questions he/she has about the story. After reading, talk about what happened. Ask your child to sum it up and relate the story to what he/she already knows or has experienced.

Prioritise **reading time** as a family past time. Be a reading role model.