

Bishop Harty N.S., Ballinree WRITING School Improvement Plan 2013/2016 2022/2023

Baseline data

- Standardised test results in English reading from May 2012 show that:
 - 2.9% of pupils scored a Sten of 1-3. Therefore, there were only 2 pupils who scored well below average.
 - 5.9% scored a Sten of 4.
 - 19.1% scored a Sten of 5.
 - 25% scored a STen of 6. 23 out of 68 pupils scored in the average category (STen 5-6).
 - 8.8% scored a Sten of 7. 6 pupils scored in the high average category. The national norm is 16%.
 - 32.4 % scored a Sten of 8-9.
 - 5.9% scored a Sten of 10. A total of 26 pupils out of 68 scored a Sten that was well above average. The school total for STens 8-10 was 38% while the national norm is 16%.

- **Standardised tests in English Reading from May 2022 show that:**
 - **0% of pupils scored a STen of 1-3**
 - **10% of pupils scored a STen of 4**
 - **10% of pupils a STen of 5**
 - **31% of pupils scored a STen of 6**
 - **24% scored a STen of 7**
 - **16% of pupils scored a STen of 8**
 - **2% of pupils scored a STen of 9**
 - **6% of pupils scored a STen of 10.**

This means that 90% of our pupils scored in the average or above category all the way to extremely high.

- Consistent modeling of a variety of genres- Narrative, Recount, Reports, Procedures, Explanations and Discussions is needed. It was discovered that all genres are not being explored fully at present as there is a tendency to focus on recount and narrative. Clear frameworks must be given to the children so they fully understand the purpose and layout of each genre. This will enable them to compose their own work in each genre.

- Children' questionnaires demonstrated that children feel they do not always have the words they need to describe something. Some also felt they were not given an opportunity to give their opinions at home or in school on a regular basis. The majority indicated that they liked reading but some felt there wasn't a good enough selection of books in the library.

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- Teacher's checklists highlighted the following concerns among teachers:
 - Drafting, editing, redrafting need attention
 - We need to create symbols to use for editing at whole-school level so there is consistency as pupils progress through the school.
 - While the Infant teacher allows for approximate spelling- other teachers also need to be more flexible in this area.
 - Genres of writing need more attention and a plan at whole school level must be implemented.
 - The introduction of a free writing copy for ALL class levels.
 - More attention should be paid to poetry by all teachers- writing of poetry as well as discussion on poetry.
 - More focus on commonly misspelled words.
 - Self assessment to be implemented across the board.
 - Emphasis on grammar in all classes.

<p>Summary of main areas requiring improvements</p>	<p>○</p> <ul style="list-style-type: none"> ● Modeling and teaching of Genres in writing- Recount, Explanation, Report, Procedural, Persuasive etc. ● Focus on developing vocabulary. ● Focus on grammar. ● Oral language development. <p><u>Improvement Targets for 2022-2023:</u></p> <p>We currently have 27% of pupils scoring between the 17th to the 50th percentile. The national average is 34%. While we are still below the national average in this area, we feel we can improve on this.</p> <ul style="list-style-type: none"> ○ For 2022/2023 we aim to reduce the 27% of pupils in the <u>17th percentile to the 50th percentile category</u> by 10%. We will do this by increasing their scores, thereby moving them to above the 50th percentile. ○ Looking at the Drumcondra Reading Test STen averages for 2022 the results were as follows: <p>Overall Reading: 7</p> <p>Vocabulary: 7</p> <p>Comprehension: 6</p> <p>We have noted that the average STen of Comprehension is below the average STen in Reading and Vocabulary. We aim for an average of a STen of 7 in the area of Comprehension in the Drumcondra Reading Test that will be administered in May 2023.</p>
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Improvement Targets	Required Actions	Monitoring/Review	Persons Responsible	Timeframe for Actions
Year 1	<p>Writing</p> <ul style="list-style-type: none"> Develop an increased grammatical and spelling accuracy in writing. Agree an editing approach at whole school level Agree the main features of grammar/punctuation to be taught at each class level Agree the source of content for spellings. <p>Genres</p> <ul style="list-style-type: none"> Recount Explanation Report 	<ul style="list-style-type: none"> Teacher observation is a key tool which will be used in monitoring the progress of this literacy strategy. Key observations will be noted and discussed at whole staff level Discussion at staff meetings and Croke Park Hour meetings re: feedback and the identification of new strategies and approaches Specific time will be allocated to the discussion and progress of the literacy programme during our planning time and staff meeting. Pupil feedback will be sought at regular intervals throughout the year. Questionnaires, will be used to gauge pupil opinions at the end of each year Parental Feedback will be sought at parent/teacher meetings. <p>Assessment Methods:</p> <ul style="list-style-type: none"> ❖ Self Assessment <p>Pupil Self-Assessment Tools Thinking About Your Writing Name: _____</p> <p>1) I found this piece of writing Easy Difficult (circle one)</p> <p>2) The best part of this piece of writing is _____</p> <p>3) Something I want to work on for the future is _____</p> <p>4) I plan to do this by _____</p> <p><i>(Adapted from First Steps Writing)</i></p> <ul style="list-style-type: none"> ❖ Teacher Observation 	<ul style="list-style-type: none"> Whole school- Principal and teachers. 	<p>September 2013- December 2013: September 2022- December 2022 Recount</p> <p>January 2014-April 2014 January 2023- April 2023 Explanation</p> <p>April 2014- June 2014 April 2023- June 2023 Report</p>

		<ul style="list-style-type: none"> ❖ Teacher designed tasks and tests ❖ Questioning ❖ Standardised Testing 		
Year 2	<ul style="list-style-type: none"> • Narrative • Procedural • Persuasive • Grammar, Punctuation, Spelling and editing/drafting/redrafting 	As above	<ul style="list-style-type: none"> • Whole school- Principal and teachers. 	<p>September 2014- December 2014 September 2023- December 2023 Narrative</p> <p>January 2015- April 2015 January 2024- April 2024 Procedural</p> <p>April 2015: June 2015: April 2024- June 2024 Persuasive.</p>
Year 3	<ul style="list-style-type: none"> • Revision of Recount, Explanation and Report, Narrative, Procedural, Persuasive. • Grammar, 	As above	<ul style="list-style-type: none"> • Whole school- Principal and teach 	<p>September 2015- October 2015 September 2024- October 2024 Recount</p> <p>November 2015- December 2015</p>

	Punctuation, Spelling and editing/drafting/ redrafting		ers.	<p>November 2024- December 2024 Explanation</p> <p>January 2016- February 2016 January 2025- February 2025 Report</p> <p>March 2016- April 2016 March 2025- April 2025 Narrative</p> <p>May 2016- June 2016 May 2025- June 2025 Procedural/Persuasiv e.</p>
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7 steps to teaching a Writing Genre:

Step 1: Familiarisation with the genre

Integration with reading and oral language, for example, comparing samples of the genre, using sample displays, reading to and reading with students.

Step 2: Use an example to devise a framework

Children **analyse** one effective sample of the text form. Children **discover** the framework of

a form of a text. Create a framework with key words/prompts for the genre e.g. in Narrative: Title, Setting, Characters, Problem, Resolution.

Step 3: Modelled writing (teacher only)

The teacher ‘thinks aloud’ as he/she writes while the class observe.

Step 4: Shared writing

Teacher has the pen and continues to ‘think aloud’ but uses children’s ideas also. Children engage in talking, writing and reading within the genre.

Step 5: Guided Writing: Children plan their writing

Children can plan their writing in pairs/groups using the framework they have devised.

Step 6: Independent writing

Children plan and write their own piece including drafting, editing and redrafting.

Step 7: Presentation to audience

Children write for real purpose and for real audience.

Plan for implementation of a Genre:

Week 1:

- Familiarisation – showing the children lots of examples of this genre
- Discovery (direct model) – engaging in focussed talk and discussion, questioning, etc.
- Teacher models (teacher writes their own sample of that genre using their own ideas, not the children's)

Week 2:

- Familiarisation
- Discovery (analysing text) breaking down the text into its various subheadings, etc.
- Teacher models – highlighting the structure, the language features, grammar and so on.

Week 3:

- Modelled writing
- Shared writing – teacher writes the children's ideas

Week 4:

- Modelled writing
- Guided writing - using frameworks devised by teacher or the resource book

Week 5:

- Modelled writing
- Independent construction

Week 6:

- Modelled writing
- Independent construction
- Presentation to audience (reading it for different classes, hall display, school website, class book, parish newsletter, etc.)

Week 7:

- Independent construction

- Presentation to audience