

St. Michael's N.S School Improvement Plan

January 2015



OUR SCHOOL IMPROVEMENT PLAN - LITERACY	
Summary of main strengths as identified in last SSE on January 2015	<ul style="list-style-type: none"> • Highly successful teaching of reading throughout the school (see attached Standardised Test Results) • School is well resourced in terms of reading material • Pupils are motivated and positively disposed towards literacy • Many pupils write legibly and fluently in a variety of genres and for a range of audiences regularly
Summary of main areas requiring improvement as identified in last SSE:	<ul style="list-style-type: none"> • A whole school approach to spelling is needed • Address shortfalls in written punctuation and grammar that were evident in whole school assessment • A whole school approach to the teaching of handwriting is required
Improvement targets (related to pupils' achievement)	<p>YEAR 1 TARGET - JUNIOR</p> <ul style="list-style-type: none"> • BY THE TIME THAT CHN REACH THE END OF 1ST/2ND CLASS, THEY CAN SPELL WITH 80% ACCURACY THE FIRST 50/100 MOST USED WORDS (MUWS – AS LISTED IN STAREWAY TO SPELLING) <p>YEAR 1 TARGET - SENIOR</p> <ul style="list-style-type: none"> • THAT BY THE TIME THAT CHN REACH THE END OF 3RD/ 4TH CLASS, THEY CAN SPELL WITH 80% ACCURACY THE FIRST 200 MOST USED WORDS (MUWS – AS LISTED IN

	<p>STAREWAY TO SPELLING)</p> <ul style="list-style-type: none"> • BY THE TIME THAT CHN REACH THE END OF 5TH/ 6TH CLASS, THEY CAN SPELL WITH 80% ACCURACY THE FIRST 300 MOST USED WORDS (MUWS – AS LISTED IN STAREWAY TO SPELLING)
Required actions (related to teaching and learning that will help to achieve the targets)	<ul style="list-style-type: none"> • AIM TO INCREASE OPPORTUNITIES TO USE CO-CONSTRUCTIVE WRITING, TO BE DISPLAYED • ALL CLASSES TO USE THE MOST USED WORDS (MUWS) AS TARGETED SPELLING LISTS • USE CHILDREN’S WRITING AS ASSESSMENT FOR LEARNING WITH INCREASED FREQUENCY • IMPLEMENT PEER AND SELF-EDITING, RE-DRAFTING STRATEGIES TO ADDRESS SPELLING ERRORS IN DAILY LITERACY ACTIVITIES/ WRITTEN ASSIGNMENTS • ENCOURAGE CHILDREN TO IDENTIFY COMMONLY MISPELLED WORDS AND LOG THEM IN A PERSONAL WORD BANK • IMPLEMENT A “WORD WALL” IN EACH CLASSROOM WHERE COMMONLY MISPELLED WORDS ARE DISPLAYED PROMINENTLY. • ENSURE EACH CHILD FROM 3RD CLASS UPWARDS HAS A PERSONAL, QUALITY DICTIONARY (PUT ON BOOK LIST)
Persons responsible	ALL MAINSTREAM & SUPPORT TEACHERS
Timeframe for action	<ul style="list-style-type: none"> • END OF SCHOOL YEAR 2014/ 2015, PLUS SCHOOL YEAR 2015/ 2016
Success criteria / measurable outcomes	See above
Review dates	REVIEW MAY/ JUNE 2016