

ACTION PLAN – TRANSITION YEAR 2023/2024 **AREA: LANGUAGE AND LITERACY**

Evaluation from 2022/2023

Writing: Although planning was not evaluated due to industrial action, P5 to P7 teachers added more detail to their planning; P2 to P3 writing approaches evolving and discussions about were helpful; P4 to P7 using Nelson handwriting resource but industrial action curtailed book scoops; Inconsistencies still evident re. application of Literacy writing wall

Spelling/Phonics: Sounds Write training to continue in P3 (in part) – to continue in 2023/2024; SENCo supported the programme with specific children but still a need to standardise approaches e.g. FS through to KS1 – further work to be done by co-ordinators working collaboratively in this area; P3 sanctioning a change to spelling approaches by using only sounds write spellings in 2023/2024 – impacts on P4 the following year

Reading: Resources widened considerably and all banded readers on the system for ease of access; Reading strategies inset delivered to all staff in February/April; P6 trialled a new reading planner and to be rolled out in P5 and P7 in 2023/2024; A different format for P2 to P4 may also be suitable/to explore: After discussion we see the value in having an overview and exploring how library skills could be recorded. An innovative Reading Ambassadors programme up and running

Talking and Listening: Magenta clusters did much to help embed skills in this area; some year groups have developed their planning in this area; T & L guidance ready to roll-out in 2023/2024 (industrial action?)

PTE was used from P3 to P7 and results analysed – nothing significant highlighted and a general trend shows improvements. Spelling dip considered carefully – change of test (and policy of not teaching to the test) impacts?

Various Literacy themed activities were supported – Paired Reading, Book Week, Young Enterprise etc. A Business Beginnings focus in P7 did much to enhance skills in talking and listening. A successful application was made to the Community Arts Council – Poetry in Motion.

The L & L policy was updated/refreshed.

P7 homework resources updated

Need identified for Literacy Team and more collaborative practice

Additional needs:

Language and Literacy will remain as a primary focus for the school this year.

Changes in staff and awareness of policy/practice in places do need revisiting; Formal data conveying a generally positive overview of Language and Literacy attainments in this school - some spelling underperformance noted however a different unseen PTE test was used for

the first time coupled with the school’s policy of not teaching to the test; Constraints imposed on monitoring and evaluating due to Industrial Action.

TARGET 1 - WRITING				
SUCCESS CRITERIA - what we want to see at the end of this school year:				
1. Increased focus on level, opportunities and standard of Writing in selected year groups; 2. Improvement in standard of Handwriting across the school 3. Much more evidence of poetry writing experiences (genre) across classes, notably P5				
BASELINE	APPROACHES TO BE USED	RESOURCE/INSET/SUPPORT NEEDS	TIMETABLE	Evidence
1. Writing experiences delivered using a Literacy working wall highlighted and encouraged in all classes 2. Extended writing opportunities in P2 and P3, as per Writing scheme. 3. Modifications made to the Handwriting resources in use throughout the school. 4. Community Arts Council, ‘Poetry in Motion’ programme applied for	1. Impetus re. Literacy working walls – all staff reflect on use. 2. Monitor developments made to further P2 to P3 writing opportunities. 3. Monitor standard of handwriting. 4. Work alongside expertise of visiting poet and use experiences as an impetus for developing poetry in P5 and elsewhere. Share strategies with other staff. Compile an anthology of poetry – as part of the programme/ school based. Submit entries to PIM for publishing in the spring of 2024.	1. Co-ordinators’ engagement with staff and observing working walls. Share practices across classes. 2. Survey/discuss practice in P2 and P3 with relevant staff. 3. New Nelson workbooks/sheets now established. 4. Community Arts Council link – Poetry in Motion engagement in P5 Trip to Waterstones Book Store and Town Library Visits by a local poet Profile National Poetry Day and compile an anthology of poems across classes for display.	All year SDD focus February 2024 Term 2 – P2/P3 staff met All year Term 1	Photo samples of working walls in use. Writing samples collated Entries to PIM competition submitted by deadline in December. Display of poetry

Monitoring and Evaluating: Establish pupil focus groups and engage with termly; organise for samples to view/display from across the school

TARGET 2: PHONICS AND SPELLING				
SUCCESS CRITERIA - what we want to see at the end of this school year: 1. Sounds Write approaches being embedded by a larger number of staff; 2. Changes to Spelling approaches and performances				
BASELINE	APPROACHES TO BE USED	RESOURCE/INSET/SUPPORT NEEDS	TIMETABLE	Evidence
1. Focus on spelling strategies/ approaches – reviewed levels/ expectations and reflected on current standards (noting PTE results)	1. Complete Spelling Programme activities modified and uploaded for staff to use P3 classes to use only Sounds Write approaches (dropping the CSP) LSC focusing specifically on phonics/needs of SEN pupils – embedding the roll-out of related software and support programmes	Licence for CSP renewed and all access made available digitally. Staff have password access	All year	All classes using revised CSP material (P4 to P7) New format being used by all classes (P1-P3) Observe videos/ working wall in P3 for SW and share good practice
2. Key spelling words testing – new system required due to inconsistencies in testing and recording	2. New system standardised and introduced for testing and recording - to be monitored regularly	Standardised templates in circulation and forwarded to the LSC each term. Cross reference made to SEN provision already in place for targeted pupils	Term 1 on	Templates retained for subsequent sharing
3. Sounds Write training to be availed of by one P3 teacher	3. External training sourced	Funding secured. Training started last year but had to be stopped	November 2023 on	

Monitoring and Evaluating:

TARGET 3 – READING

SUCCESS CRITERIA - what we want to see at the end of this school year:

- 1. Information Literacy Skills policy reworked and embedded into current standardised planning structure;**
- 2. More coherent school systems being used for a balanced assessment of reading/engagement with reading**

BASELINE	APPROACHES TO BE USED	RESOURCE/INSET/SUPPORT NEEDS	TIMETABLE	Evidence
1. Embedded use of Inventory for Book stores to aid class reading groups. Stock wastage still an issue.	1. Keep active banded reading systems now in place	Replacement of reading stock; track on reissuing of stock and use of online material such as Bug Club. further trialling of guided reading planner in several year groups.	Termly	Monitor feedback from staff on use of bookstores
2. Reading Records being trialled	2. Continue trialling with P5 to P7	Templates devised and shared with staff	Inset session on SDD – February 2024	Use SDD in February to look at ILS – purpose, practice and how it can be incorporated into existing planning
3. Dated Information Literacy Skills policy/planner	3. Explore how best to record activities as part of planning and guide staff about how best to adapt into current weekly planner	Tally with advice from Libraries Ni and other schools	All year	Use SDD in February to look at ILS – purpose, practice and how it can be incorporated into existing planning
4. Key Word testing – new system required in lower classes due to inconsistencies in testing and recording	4. New systems for testing and recording shared and monitored regularly.	Standardised templates in circulation and forwarded to the LSC each term. Cross reference made to SEN provision already in place for targeted pupils as well as aiding teachers choosing correct reading bands	Term 1	

Monitoring and Evaluating:

TARGET 4 – TALKING AND LISTENING

SUCCESS CRITERIA/IMPACT - what we want to see at the end of this school year:

- 1. Planned T&L activities delivered across all classes;**
- 2. Clearer guidance/ structure for staff to follow to develop these activities**

BASELINE	APPROACHES TO BE USED	RESOURCE/INSET/SUPPORT NEEDS	TIMETABLE	Evidence
<ol style="list-style-type: none"> 1. All classes are ensuring that weekly planning includes T & L activities 2. Magenta – key strategies to develop active talking and listening shared 3. Facilitating activities to enhance T&L – Theatre groups, Konflux Theatre, Meet and Greet opportunities, Assemblies etc. 	<ol style="list-style-type: none"> 1. Continue to plan for T&L activities and reflect in planning. Dissemination of newly devised T&L guidance from P1 to P7 2. Further sharing of strategies with staff to use as designated lesson aids. 3. Explore further school/community exposure to the importance of good T&L 	<p>Resourcing at hand</p> <p>Magenta Lead to guide staff and keep momentum going</p> <p>Organised events used through the year to enhance engagements</p>	<p>All year</p>	<p>See planning (on system) * ASOS may affect this. Working wall in Upper/Lower Corridor.</p> <p>Photographs taken at wide range of performances and workshops.</p>

Monitoring and Evaluating:

AREAS TO BE ADDRESSED THIS YEAR THAT RELATE TO THE ABOVE TARGETS (ONGOING/NEW): * Some subject to ASOS

- 1. The Language and Literacy long term policy/guidance updated – Sept. 2023**
- 2. Co-ordination of Literacy to become more collaborative - co-ordination has been widened but further reflection required e.g. Literacy Team meetings/set time to meet re. Literacy to be timetabled across the year (in addition to informal contacts) and to include LSC engagements/input.**
- 3. Log of Literacy activities involving staff, pupils and parents updated monthly**

4. **Weekly/medium-term Literacy planning for P1 and P2 to be given further reflection – co-ordinators continuing to provide advice/guidance/monitor**
5. **Infant Language Link and MIST follow through programmes in operation (as an extension to various SEN support groups for P3 and up) – ongoing**
6. **Further monitoring of classes in need of additional Literacy support in liaison with the LSC (primarily post PTE June 2023) – extra SpLD and middle Literacy group assistance/time to be organised**
7. **Alongside the Assessment co-ordinator track class performances based on generated data (but not exclusively data). Engage staff in group/pupil analysis of data/tracking patterns.**
8. **PTM and CAT4 assessments (P3 and up) – parental guidance to develop (May and June 2024). To include CEA pilot in P7**
9. **Literacy continues to be central to the transition programmes (pre-school and post primary) and parent training, helping to promote the importance of Literacy in the home e.g. Phonological Awareness evening for P1 parents (in collaboration with the Language Centre SALT) – October 2023**
10. **Paired Reading approaches reviewed annually - P3 and P4 (possible P3 Paired Reading meeting for parents – January/February 2024) – keep focus on enjoyment of reading**
11. **Partnerships to be strengthened – Enniskillen Town Library (Book Exchange etc.), Waterstones Book Shop, Community Arts etc.**

MONITORING AND EVALUATING:

Organisation of pupil focus groups: