



ST. PATRICK'S NATIONAL SCHOOL
Greystones, Co Wicklow

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Literacy

School Policy

2025

Introduction

This document is a statement of the aims and objectives, principles and strategies for teaching and learning literacy at St Patrick's National School. It has been revised and amended by staff of the school to incorporate the Primary Language Curriculum guidelines, principles and methodologies and current understanding of best practice in literacy education.

Objectives

St Patrick's N.S. cherishes all pupils equally and seeks to support them in their language-learning journeys. We seek to make the various strands of English and Language applicable to each child's stage of development. We endorse all objectives set out in the Primary Language Curriculum.

Vision and Aims

Vision

St Patrick's N.S. recognises that children learn language and learn through language and that language learning is an integrated process and that an engaging environment encourages all children to explore, make discoveries, solve problems, express themselves and interact with others.

We expect teachers to be familiar with the strands of Oral Language, Reading and Writing in both English and Gaeilge. Across these strands are interconnected elements which describe essential language and learning.

These elements are:

- Developing communicative relationships through language
- Understanding the content and structure of language
- Exploring and using language

Each element has a set of learning outcomes which describe the expected learning and development for learners at the end of a period. At St Patrick's we recognise that progress in these elements is not linear, and is influenced by each child's circumstances, experiences, and abilities. Teachers have the agency and autonomy to make professional judgements when planning, teaching and assessing all children based on these learning outcomes.

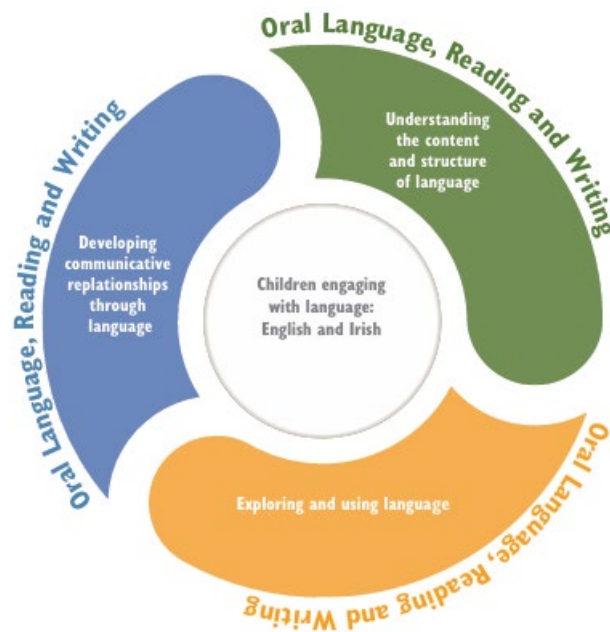


Figure 1: The elements of language

Table 1: Overview of Learning Outcomes

	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
Communicating Cumsaíocht	Engagement, listening and attention Rannpháirtíocht, éisteacht agus aird	Engagement Rannpháirtíocht	Engagement Rannpháirtíocht
	Motivation and choice Inspireadh agus rogha	Motivation and choice Inspireadh agus rogha	Motivation and choice Inspireadh agus rogha
	Social conventions and awareness of others Gníomha sóisialta agus feacht ar dhaoine eile		
Understanding Tuiscint	Sentence structure and grammar Struchtúr abairte agus gramadach	Conventions of print and sentence structure Gníomha díó agus struchtúr abairte	Conventions of print and sentence structure Struchtúr abairte agus gníomha díó
	Vocabulary Stór focal	Vocabulary Stór focal	Vocabulary Stór focal
	Demonstration of understanding Léiriú tuiscana	Phonics, word recognition and word study Fónaic, aithint focal agus staidéar ar fhocail Phonological and phonemic awareness Feacht fóniceolaíoch agus fhónéimeach	Spelling and word study Litrí agus staidéar ar fhocail
Exploring and using Fionn agus úsáid	Requests, questions and interactions Iarratais, ceistearna agus idirghníomhuíthe	Purpose, genre and voice Cuspóir, seánra agus guth	Purpose, genre and voice Cuspóir, seánra agus guth
	Categorisation Catagóirí	Comprehension Tuiscint	Writing process and creating text Próiseas na scríbhneoireachta agus ag cruthú téacs
	Retelling and elaboration Adreáint agus mionléiriú	Response and author's intent Freagairt agus intinn an údair	Response and author's intent Freagairt agus intinn an údair
	Playful and creative use of language Teanga a úsáid go spráilil agus go cruthaitheach	Fluency and self-correction Líofacht agus fíorchearú	Handwriting and presentation Pseinnreacht agus cur i líthair
	Information giving, explanation and justification Eolas, míniú agus údar a thabhairt		
	Description, prediction and reflection Cur síos, tuair agus machnamh		

Figure 2: Overview of Learning Outcomes

Aims

We aim through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language learning at St Patrick's N.S. The focus of this plan is knowledge of the curriculum and how we teach it. This plan will form the basis of teacher's long and short-term planning. It will also inform new or temporary staff of the approaches, resources and methodologies used in our school.

Oral Language

In St Patrick's N.S. we recognise oral language as an integral part of the teaching and learning process in all areas of the curriculum. Children enter our school with a wide variety of experiences in oral language. In addition to this, children may also have additional needs e.g. children where English is not their native tongue, speech and language disorders, or special needs. A structured whole school model for effective oral language instruction is based on the components of promoting auditory memory, developing listening and speaking skills, teaching a variety of spoken texts, creating a language learning environment and teaching and extending vocabulary and conceptual knowledge. This model is practices in conjunction with learning outcomes of the Language Curriculum.

Methodologies:

There are some methodologies that are followed at whole school level and others that are more relevant to a particular stage of development. Listed below are a sample of methodologies employed at our school: This is not a prescriptive or exhaustive list. We plan for an appreciate the importance of creating a genuine context for oral language activities.

- Ensuring there is a variety of stimulation in the forms of ideas and topics
- Creating and facilitating the organisational structures in which we talk can take place
- Consistently implementing an oral language programme/lesson in our classrooms
- Employing active and playful activities to promote learning
- Ensuring opportunities are provided for children to present their work to a variety of audiences

Oral language opportunities in St Patrick's N.S. include but are not limited to posters (Starlight programme), stories, drama stimulus, songs, link with phonics, debating, public speaking, role play, podcasts, show and tell, poems, nursery rhymes, talk and discussion.

Reading

The aim of this plan is to provide a structured and sequential approach to reading. This approach is characterised by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing, in order for the students to:

1. Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary.
2. Develop their comprehension and analytical strategies.
3. Expand their understanding and usage of grammar, syntax and punctuation.
4. Explore them to and develop their appreciation of the richness and diversity of reading materials.
5. Experience the pleasure and fulfilment to be gained from reading.

Students in St Patrick's N.S. are exposed to a wide variety of inclusive reading materials reflecting different genres, cultures, abilities, reading levels and text forms including picture books, magazines, podcasts etc.

Reading Schemes

Whole class – Starlight, Read at Home, Class Novel, Story-time

- *Infants* – Oxford Reading Tree, Floppy Phonics, Songbirds
- *1st class* – Engage Readers
- *2nd class* – Oxford Reading Tree
- *3rd class* - Class novel and Read at Home
- *4th class* – Read at Home, class novel and engage readers
- *5th class* – Class novels
- *6th class* – Class novels

St Patrick's prioritise phonemic awareness as a pre-reading skill, explicit and systematic instruction in phonological and phonemic concepts particularly in the junior classes and for those children who are having difficulties with reading in St Patrick's N.S.

The programmes used in our school are:

-Jolly Phonics

-Gestalt Language Processing (Special Classes)

-Heggarty Phonemic Awareness

-UFLI

At St Patrick's N.S. we promote a balanced approach to literacy instruction based on the 2 core components of reading instruction: Word Recognition and Language Comprehension. At every class level we aim to ensure that students have sufficient higher order comprehension abilities alongside word recognition skills to achieve proficient reading.

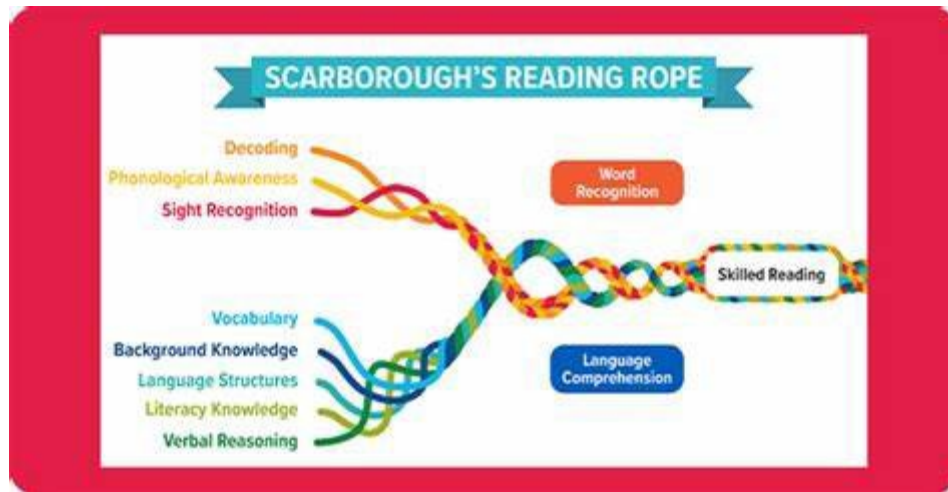


Figure 3: Scarborough's reading rope

Writing

The school recognises that the process of writing is as important as the product and fosters an appreciation of the value of writing as a means of communication. The child's ability to write is developed through the process of writing, coupled with talk and discussion to help the child to self-correct and to write independently.

The aim of this plan is providing a structured sequential approach to writing which enables the children to:

1. Write clearly, correctly and fluently.
2. Use a wide range of vocabulary
3. Use grammar and punctuation appropriately
4. Write in a wide variety of genre encompassing differing styles, purposes, audiences and level of formality.
5. Experience opportunities to develop presentations, editing and publishing skills.
6. Engage in collaborative writing experiences
7. Develop a high standard of penmanship.

Oral Language and Writing are intertwined in St Patrick's N.S. We recognise the importance of pre-writing activities. Children are encouraged to discuss topics before, during and after writing. They are encouraged to write from their own experiences as well as to use their imaginations.

Handwriting

As per the primary language curriculum, students will be encouraged to write legibly and fluently in a chosen script using a personal style, ensuring correct formation of lower- and upper-case letters. Pre-cursive will be focused on in the Junior Class (Junior Infants, Seniors Infants, 1st Class, 2nd Class) and Cursive in the Senior Classes (3rd, 4th, 5th, 6th Classes). The 'Ready, Steady, Write' scheme alongside Mrs Murphy's handwriting copies are used across the school.

Focus on handwriting per class:

Junior Infants – Lower case print

Senior Infants – Lower- and upper-case print

1st & 2nd Class – Pre-cursive

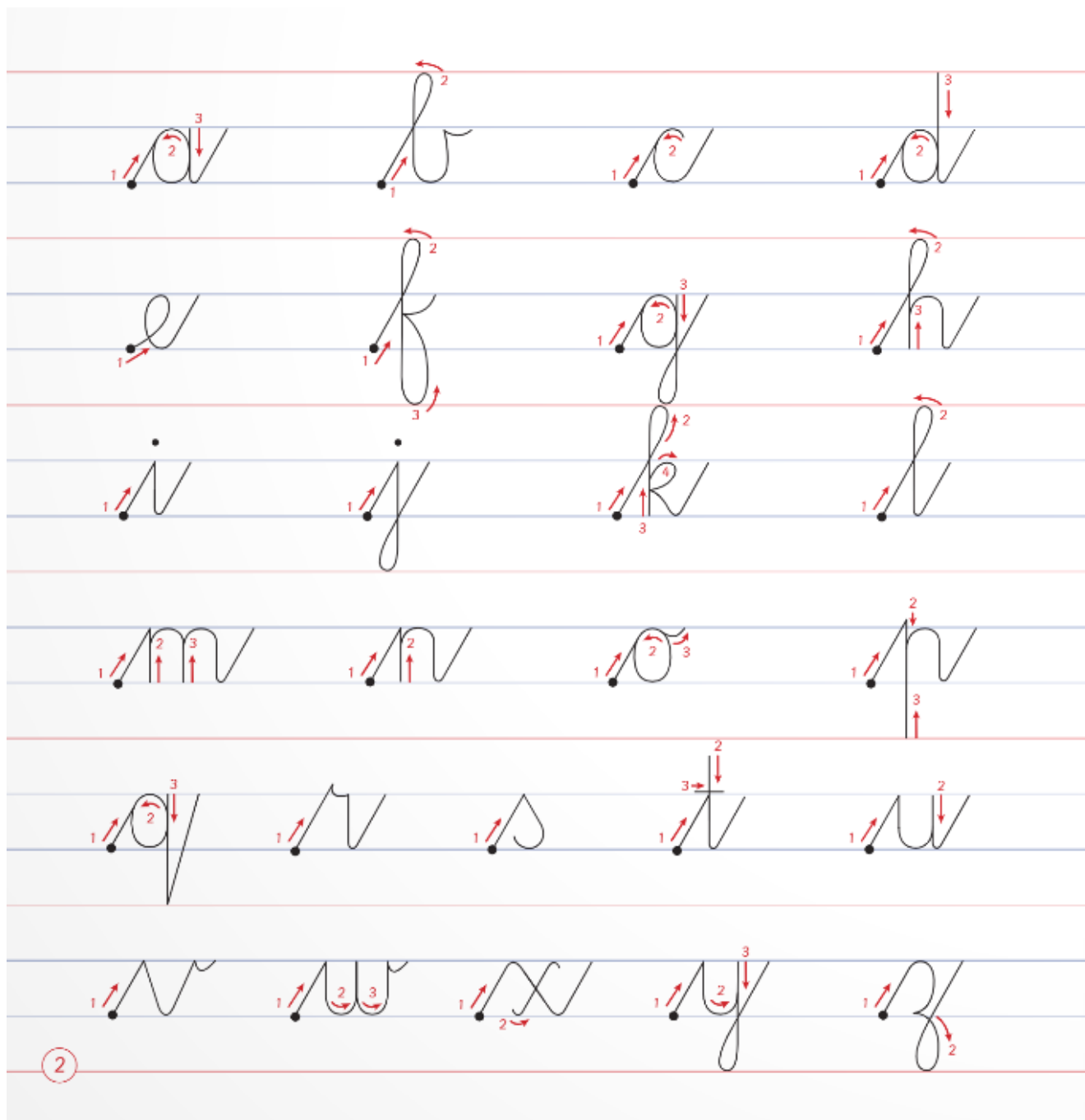
3rd Class – Cursive lower case

4th – 6th Class – Cursive upper and lower case

Below is an example of the cursive handwriting followed in 3rd to 6th class in our school.

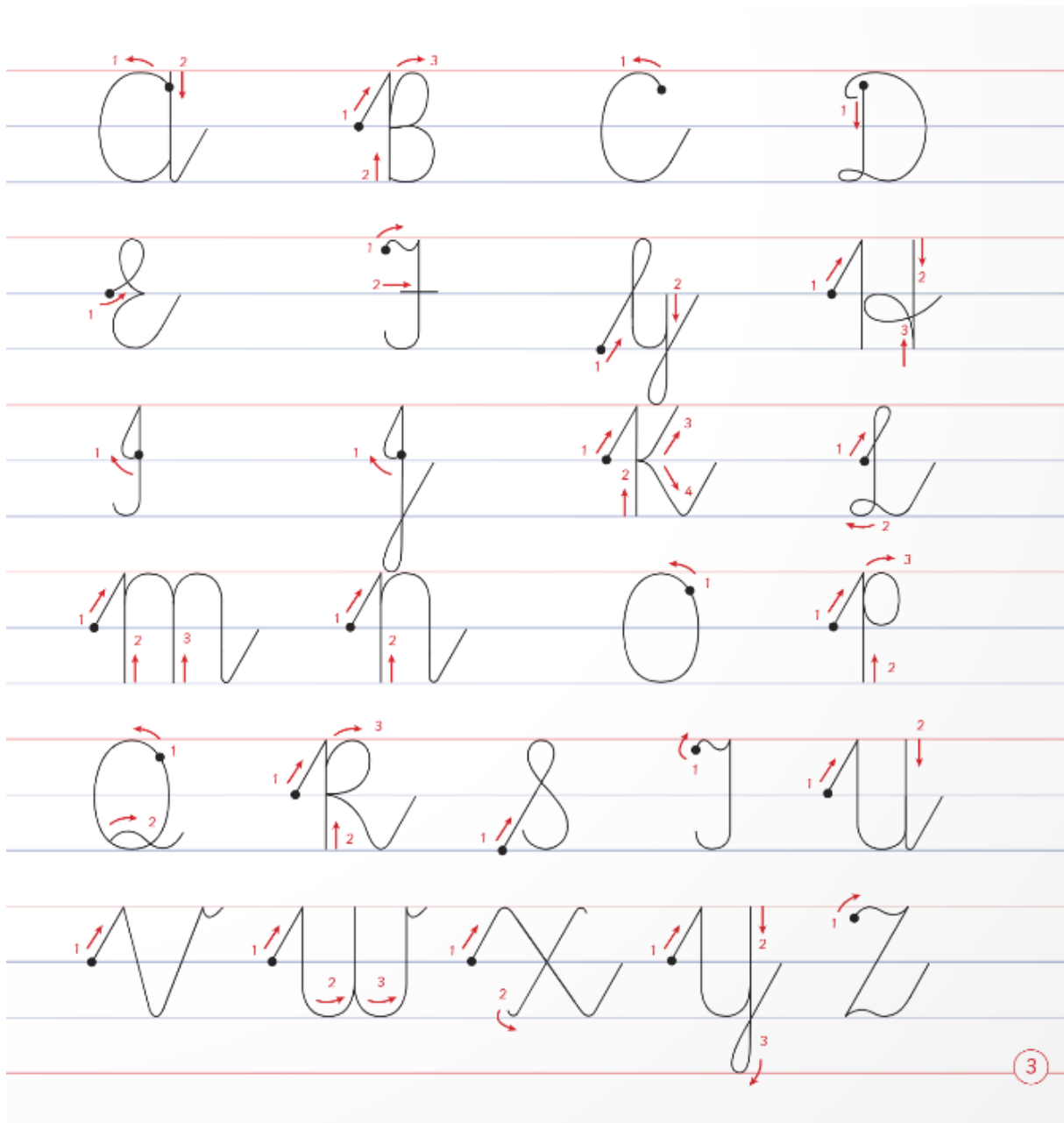
Third Class

Cursive lower case



Fourth Class +

Cursive (upper and lower case)



Genres of Writing

The genres in which children write will vary and the range of this will expand as children grow older. Writing genres are covered throughout our whole school literacy programme 'Starlight'. All genres will be covered in each year and revised from previous years or as they occur throughout our integrated curriculum in St Patrick's N.S. In the Infant classes, writing genres will be modelled and scaffolded as a whole class leading to independent writing. Vocabulary, structure and language will be explored around each genre and built upon each year.

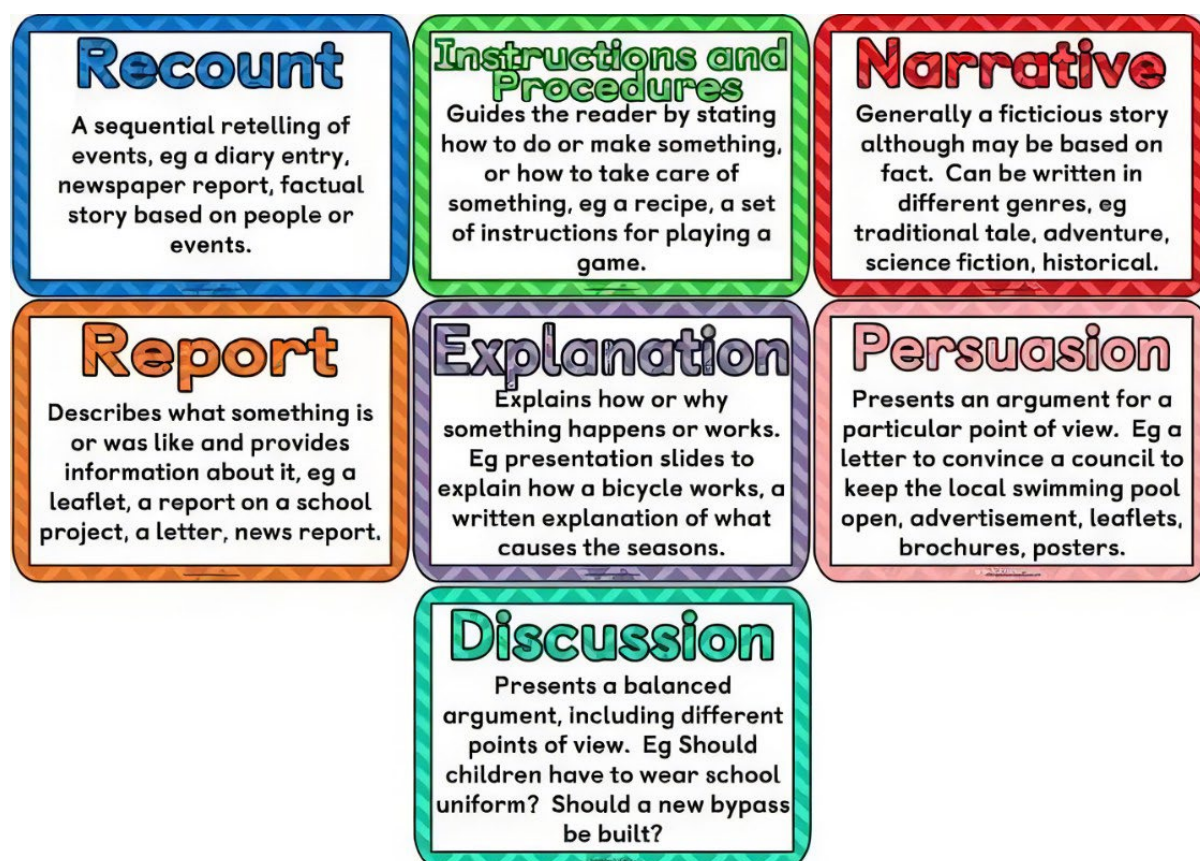


Figure 4: Writing Genres

Writing Genre	Examples
Recount	Tours, holidays, summaries of stories etc.
Report	Newspaper reports, match reports, reports on animals, school tours and outings etc.
Procedural	Recipes, experiments, how to make a cup of tea
Narrative	Short stories, adventure, fairy tale, myth, drama, fable, legend, science fiction, fantasy, mystery, comedy, tragedy
Explanation	Explain intriguing questions e.g. Why do animals hibernate? Why don't all birds migrate in the winter? Explain how something works e.g. How to play..., How to grow a pumpkin. The Water Cycle.
Persuasive	Letters, notes, adverts, speeches
Poetry	Haiku, Limerick, Acrostic, Free verse....

Figure 5: Sample 2-year plan for Writing Genres

Free Writing

Each class will partake in free writing activities across the week. The children will choose their own topics and genres. The teacher does not mark, correct or criticise this work but can discuss it with the child. Children should be given the opportunities to present this free writing to the class. Free writing is completed in a specific copy. Children may choose to illustrate their work, write in the native language, or use pictures to convey messages. The purpose of free writing is to promote the enjoyment and fluency of writing. For Infants, this may be more pictorial based with words building upon this to form sentences, paragraphs and stories.

Spelling

In St Patrick's N.S. we recognise that, as whole school, a multi-dimensional approach to spelling is essential. Every class has varying levels of spelling ability, and the pupils are differentiated and assessed accordingly.

Children in junior and senior infants engage in pre-spelling activities through phonological awareness and word families. Formal spellings are given from first class upwards. The spellings may be selected from the child's own work, readers, a determined list e.g. Dolch list, spelling list, jolly phonics word boxes etc...

The spellings given each week will be modified to cater for a range of abilities in the classroom. Spellings may be monitored through the look-say-cover-check method, through weekly spelling tests, dictations, or as they occur in the children's written work.

Programmes used in our school:

Junior Infants – Sight and Sounds book A & B

Senior Infants – Sight and Sounds book A & B

1st Class – Tricky words, Spell Well 1

2nd Class – Tricky words, Spell Well 2

3rd Class – Spell Well 3

4th Class – Spell Well 4

5th Class – Spell Well 5

6th Class – Spell Well 6

Suggested spelling protocol for 1st – 6th Classes:

1. Monday: teacher introduces new spelling words and assigns spelling homework activities as per the Spell Well book for their class.
2. Tuesday – Thursday: teacher chooses spelling activities to complete in class (dictation, writing on whiteboards, clapping syllables, put in alphabetical order, rank in order of difficulty, rainbow write sounds, inventing mnemonics, writing in steps, jumbling words from partners list and switching to unjumble, trace on partners back and guess word, drawing pictures to match words, guess my word with a partner, putting into sentences, etc.)
3. Friday: traditional test.

Phonics & Spelling

Junior Infants

Sounds	Lower case Jolly Phonics Step 1 on whiteboard programme groups 1 to 7 (42 sounds) In conjunction with "Sounds make words" Junior Infants 42 sounds Additional programmes available: Ufli and Heggarty phonemic awareness
Phonological awareness <i>(main focus until approx. October Midterm)</i>	Word awareness, syllable awareness, onset and rhyme, phoneme identity, phoneme blending, phoneme segmentation in conjunction with "Sounds make words" Phonological awareness
Letter names	Aware of lowercase letter names
Jolly Phonics Tricky Words	Read 1-36
Jolly Phonics Word boxes	1-18
Homework	Teacher made "sound copy" Sight and sounds Book A – small purple book
Readers	From approx. Easter – Jolly Phonics readers Oxford Reading Tree – wordless
Alphabet	Sing alphabet
Letter formation	26 lowercase letters - precursive
Grammar	Identify full stop, capital letter, question mark
Concepts of Print	Turn pages; point to words; identify one letter/ one word; show blurb
Consonant blends	Some practice reading
Word families	Some practice reading

Senior Infants

Sounds	Revision of 42 sounds from Junior Infants Lower case and upper-case Jolly Phonics Step 2 on whiteboard programme Unit 1 to 12 In conjunction with "Sounds make words" Senior Infants Additional programmes available: Ufli and Heggarty phonemic awareness
Phonological awareness	Knowledge of rhyme, Word awareness, recognition and production of rhyme, recognition and production of syllables, recognition and production of initial and final sounds, blending, phonemic segmentation, phonemic manipulation
Letter names	Uppercase and lowercase
Jolly Phonics Tricky Words	Read 1-72; Write 1-12
Jolly Phonics Word boxes	From Sights and Sounds Book B (small yellow book) word boxes start from page 33
Homework	Teacher made "sounds copy" (Small yellow book)
Readers	Oxford Reading Tree – Level 1 to 4 If needed Jollyphonics readers/ letters and sounds/ Engage for at least 6 week period
Alphabet	Sing and point
Letter formation	26 lowercase and 26 uppercase - precursive
Grammar	Identify and use full stops and capital letters; Identify question marks, exclamation marks and speech marks.
Concepts of Print	Identify first/last letter/ word; define illustrator & author; point to text as read
Consonant blends	2 letter beginning blends: bl, br, cl, cr, fl, tr, fr, dr, gl, gr, pl, pr, sl, sm, sp, st
Word families	Practice reading and writing

First Class

Sounds	Recap sounds 1-42 (uppercase and lowercase letters) Jolly Phonics Step 3 on whiteboard programme Unit 1 to 12 In conjunction with "Sounds make words" 1 st class
Spellings	C. J. Fallon "Spell Well" 1 Could be using the below: Diagraphs from senior infant yellow book Copy – look, cover, spell, write list
Phonological awareness	Recap all
Letter names	Aware of lowercase and upper case letter names
Tricky Words	Read Dolch 1-110, Write Tricky words 1- 32
Homework	Spell Well 1
Readers	From Sept- ORT; Engage for at least 6 week period
Alphabet	Sort letters/words into correct order and name
Letter formation	26 uppercase and lowercase letters - precursive

Grammar	Identify and use full stops and capital letters and question marks Name 5 times we use capital letters. Identify exclamation marks and speech marks.
Concepts of Print	Turn pages; point to words; identify one letter/ one word; show blurb
Consonant blends	2 letter ending blends (nk, st, ft, nt, sk, lt, nd, lf, mp, ck, ng)
Word families	Some practice reading- and, all, ake

Second Class

Sounds	Recap all 42 sounds; vowel diagraphs; diphthongs controlled vowels; magic e; In conjunction with "Sounds make words" 2 nd class
Phonological awareness	Recap all
Letter names	Uppercase and lowercase
Tricky Words	Read Dolch words 1-220; Write Tricky Words 1-72
Spellings/homework	C. J. Fallon "Spell Well" 2
Readers	From Sept- ORT; Engage for at least 6 week period
Alphabet	Write letters in order. Sort 5 words into alphabetical order based on first letter
Letter formation	26 lowercase and 26 uppercase – introduce cursive
Grammar	Identify and use full stops, capital letters, question marks, and exclamation marks. Identify speech marks. Name 5 times we use capital letters. Define nouns, adjectives, verbs, compound words, prefixes, contractions and homophones Identify where a paragraph begins and ends in a text
Concepts of Print	Identify first/last letter/ word; define illustrator & author; point to text as read
Consonant blends	As per C. J. Fallon "Spell Well"
Word families	Practice reading and writing

Useful hand gestures

- Compound words: Say each part of the word as you place each closed fist in front of you. Bring your two fists together and say the whole word. 🦋 butter + fly = butterfly
- Syllables: Tap your head, shoulders, knees and toes as you say each syllable of a word. 🌊 wat/er/mel/on
- 👉 👈 Onset & Rime: Make a fist. Stick out your thumb and say the onset of the word, then open the rest of your hand as you say the rime. 🍷 d – uck
- 👉 Phonemes: Make a fist at your chest and say the word. Stretch out the phonemes, lifting one finger at a time as you say them, starting with the thumb. 🐘 /sh/ /ee/ /p/

Comprehension Strategies

Following the Building Bridges of Understanding Comprehension Programme strategies are introduced at each level as follows:

Junior Infants:

- **Think Aloud**
- **Prediction**

Senior Infants:

- **Visualisation**
- **Making Connections**
- **Questioning**

First Class:

- **Clarifying**
- **De-clunking**

Second Class:

- **Determining Importance**
- **Inference**

Third Class:

- **Synthesis**

Fourth – Sixth Class:

All strategies have been introduced and will be recapped on and utilised as necessary.

Think Aloud: The teacher reads a passage, story etc. stopping periodically to “unlock her brain” for her pupils by verbalising exactly what is going through her head as she applies a strategy.

Prediction: Thinking about what might happen in the story, using the information you have amassed so far to make a sensible guess as to what might happen next.



Visualisation: Creating images in one's mind can amplify the meaning of a text, allowing the reader to become more engaged and personally involved in the text. The process of creating images encourages the reader to consider the meaning of the text and form their own interpretation of it.



Making Connections: When good readers think about a text they consider how it relates to their own life experience and knowledge. In doing so they make connections with the text, deepening their own understanding. There are 3 types of connections that can be made:

- Text to Self Connections
- Text to Text Connections
- Text to Wider World



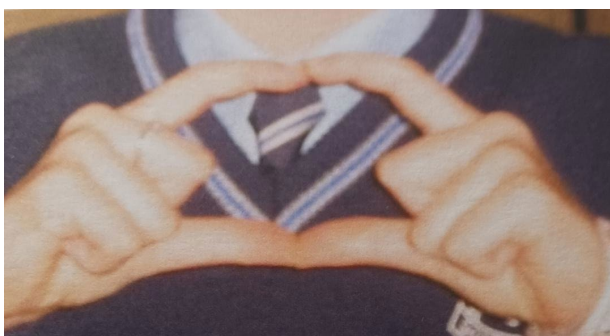
Questioning: Questioning involves the reader generating questions before, during and after reading. Generating questions helps pupils to clarify meaning, to think more deeply about what they read, to organize their thinking, to locate specific information and to move deeply into the text. Ultimately using questioning as a strategy helps to focus a reader's attention on a text.



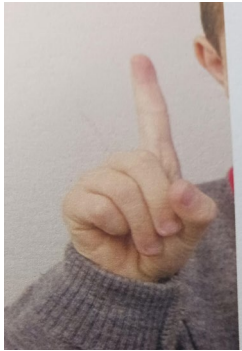
Clarifying: Seeking clarification involves equipping readers with a vast array of ways to actively repair any comprehension problems they may have. It involves assisting readers to become flexible, adaptive, and independent in monitoring their understanding.



De-clunking: When good readers read a text, they often come across a word that they may find difficult to pronounce or decode. The difficult word is referred to as a 'clunk'. When a reader meets a 'clunk', they have to de-clunk it so that it makes sense.



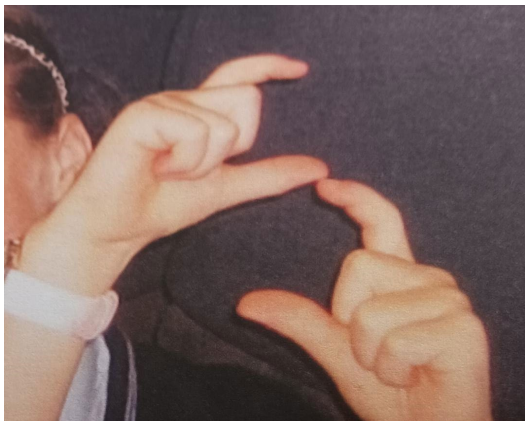
Determining Importance: When proficient readers read a piece of text, they unconsciously separate the essential from the non-essential information, they determine what is important in the text.



Inference: Inference is a process whereby a proficient reader blends information from the text with his or her schema and prior knowledge to create opinions that are not explicitly stated by the author but are inferred through hints etc.



Synthesis: Synthesis is when the student combines the comprehension strategies that have been explicitly taught and modeled to construct their own individual meaning from a piece of text. Synthesis could also be described as summarisation whereby readers retell the story.



Novels

Novel	Class Level	Number of copies
The Hobbit J.R.R. Tolkien	6 th	22
The Boy in the Striped Pyjamas John Boyne	6 th	23
A Christmas Carol Charles Dickens	6 th	30
Goodnight Mr. Tom Michelle Magorian	6 th	15
War Horse Michael Morpurgo	5 th	25
Holes Louis Sachar	5 th	20
Bridge to Terabithia Katherine Paterson	5 th	17
Under the Hawthorn Tree Marita Conlon-McKenna	5 th	24
Kensuke's Kingdom Michael Morpurgo	4 th	32
Strongbow Morgan Llywelyn	4 th	30
Charlie and the Chocolate Factory Roald Dahl	3 rd	17
The Magic Finger Roald Dahl	3 rd	35
The Giggler Treatment Roddy Doyle	3 rd	28

Novels for small groups	
World Cup Final Tony Bradman	6
The Twits Roald Dahl	6
Pippi Longstocking Astrid Lindgren	5

The Seven Deadly Finns John Chambers	6
Ten Stations Jenny Valentine	5
The Hero Pup Megan Rix	6
Beast Quest Adam Blade	9
War Game Michael Foreman	7
Return to Troy Pierce C. Feirtear	3
The Tales of Olga da Polga Michael Bond	7
The Giant's Necklace Michael Morpurgo	6
Dangerous Treasure Gordon Snell	5
Butterfly Beach Jacqueline Wilson	6
Artemis Fowl – The Seventh Dwarf Eoin Colfer	53
Beast Quest – Arax the Soul Stealer Adam Blade	7
Rainbow Magic – Olympia the Games Fairy Daisy Meadows	5
Horrid Henry's Christmas Play Francesca Simon	5
Horrid Henry and the Comfy Black Chair Francesca Simon	6
Wilf the Mighty Warrior Saves the World Georgia Pritchett	5
The Midnight Panda Holly Webb	6
Jedi Academy – Return of the Padawan Jeffrey Brown	6

Poetry

Rhymes covered in Junior and Senior Infants may include:

- It's Raining It's Pouring
- Incy Wincy Spider
- Doctor Foster
- 5 Little Monkeys
- Miss Polly Had A Dolly
- London Bridge
- Humpty Dumpty
- 5 Little Ducks
- Hey Diddle Diddle
- Little Miss Moffett
- This Little Piggy
- Mary Mary Quite Contrary
- Hickory Dickory Dock
- Twinkle Twinkle

Recommended poetry styles for classes are as follows:

First and Second Class:

- Acrostics
- Rhyming couplets
- Alphabet Poems
- Colour Poems

Third and Fourth Class:

- Adjective or String Poems
- UP and DOWN POEM
- Riddle Poems
- Character poems
- Limericks

Fifth and Sixth Class:

- Kennings
- Alliteration Poems
- Cinquains
- Diamante Poems
- Haiku

Assessment

Assessment involves building a picture over time of a child's progress in learning. The teacher uses this information to identify the child's current learning and to provide them with appropriate support for future learning.

Assessment is both formal and informal and is happening continuously in the classroom.

Classroom assessment methods may include:

- Teacher observation
- Self-assessment
- Conferencing
- Teacher designed tasks and tests
- Work samples and projects
- Pupil profiles
- AFL
- AOL
- Regular tests -end of the week/unit
- ALPACA screening for Junior Infants – 1st Class

Standardised Assessments

Standardised assessment is administered on an annual basis during the final term of the school year. Test results are used to establish the need of individual pupils and to inform future planning.

- Junior & Senior Infants: ALPACA literacy assessment – 3 times a year
- Senior Infants: MIST
- Drumcondra Primary Reading Tests -1st class onwards
- NNRI: 1st, 3rd & 5th classes

Diagnostic assessments are administered when needed at a school support level.

Refer to St Patrick's N.S. assessment policy for more in depth information on assessments.

Equality of Participation and Access

A balanced English Language programme covers all areas of speaking, listening, reading and writing, The introduction and development of each topic will be structured in a graded and sequential way to allow for the individual child to develop and participate at their own level and pace.

Where a child demonstrates a particular difficulty, either with a topic, subject area or overall, the class teacher will provide extra support, differentiation, and assistance to the student. This support will be documented in a Classroom Support Plan (more information on this is available in our SEN policy).

If the student continues to experience difficulties, the class teacher will involve the support teacher assigned to the class. While the class teacher retains overall responsibility for the pupil's learning, children with an additional learning need will receive support at a School Support level (see SEN policy). This may include team teaching, station teaching, small group or individual withdrawals.

Where a child demonstrates a particular strength, the class teacher will endeavour to challenge the child, so the child is able to reach their full potential. The support teacher will be involved in order to support the child's learning and discussions may be had with the students' parents.

EAL Provision

The Department of Education provides additional educational resources for pupils who are learning English as an additional language in primary schools. The English language needs of each child in our school will be assessed and support will be provided when necessary.

The assessment used in St. Patrick's NS is The Primary School Assessment Kit (PSAK) which is administered three times a year within Learning Support.

Planning and Reporting

The whole school plan and the curriculum documents for English provide information and guidance to individual teachers for their long- and short-term plans. Individual teachers will plan their yearly Literacy programme specifically for their own class, based on the learning outcomes of the Primary Language Curriculum and this school plan. This should ensure clear progression as children move from class to class. Teachers at each class level will collaborate on content and methodologies for literacy from this whole school plan and it will be monitored and assessed on an ongoing basis.

Staff Development

Staff needs will be assessed and identified through review, reflection and discussions. Responses to these may include the organisation of staff development days/ sessions, engagement with external expertise, attendance by a staff member at a specific in-service and the provision of required resource materials. Staff members who have attended courses will be given the opportunity to report back to other staff members during time allocated at staff meetings. We endeavour to always engage in best practice and will explore new developments in research as appropriate.

Parental involvement/ Community Links

At St Patrick's N.S. we encourage and welcome the involvement of parents and the wider school community in the student's education.

Such partnership is exemplified in:

- Annual parent teacher meetings – which allow for a discussion of individual children's progress.
- Informal parent teacher meetings – convened at the request of the parent or the teacher.
- Written communications
- School newsletter, website, Instagram, school blog
- Parental involvement in the school library
- Parental involvement in school outings and events
- Trips and events in the local library
- Visiting authors

Timetable

Language learning is an integral part of each subject therefore it is being explored both explicitly and incidentally in a cross curricular approach. Literacy skills are integrated with other curriculum areas, and some discretionary time may also be used for literacy activities. The teaching of literacy is conducted in line with the time allocations as set out by the Department of Education and the NCCA.

Homework

Homework is part of the continuous learning process in St Patrick's N.S. and we strive to include a balanced approach between oral, reading and writing activities. Homework is assigned Monday to Thursday. As a core subject area, literacy is usually assigned daily. From Infants, reading homework is allocated as appropriate. From 1st class onwards, spellings, reading and writing are assigned. Parents/guardians are reminded of the importance of oral language and reading homework as well as written activities.

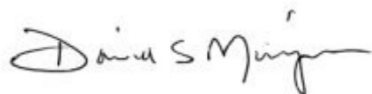
Success Criteria

The success of this plan will be measured using the following criteria:

- Ongoing assessment, formal and informal, will show that pupils are acquiring an understanding appropriate to this age and ability.
- Implementation of the school plan will be evident in teachers' preparation and monthly reports.
- Results of standardised assessments will be analysed every year to ensure progression and continuous improvement.
- Inspectors' suggestions and reports will be taken into due consideration.
- Feedback from parents, pupils and the wider community will advise the revision of this plan.

Ratification

Newly appointed staff will be made aware of this school plan upon their appointment in the school by the NQT mentor. This policy will be published on the school website. Hard copies of this policy along with all other policies are available at the school upon request.

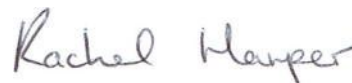


Signed: _____

Canon D Mungavin

Chairperson

Board of Management



Signed: _____

R Harper

Principal

Date: 10th March 2025

Date: 10th March 2025