

# OVERVIEW OF YEAR 1 PLAN - LITERACY - SEPTEMBER 2018

## 1. BASELINE/EVIDENCE

- Over the previous years teachers have noticed a decline in oral language acquisition, in particular the use of extended vocabulary, similes/comparison, phrases and sayings, adjectives and adverbs. It was felt that as the use of technological devices by children has increased that their wealth of language has declined.
- A survey was conducted to ascertain how many pupils either owned or had access to a digital device at home and the frequency of use.  
As there is no formal means of collecting and analysis data in relation to this observation it was solely teacher observation and teacher designed tasks that was used as evidence to focus on the area of developing oral skills, as all class and SEN teachers had noted this decline.
- Station Teaching and Intervention groups were commenced to try to combat this in the middle and senior rooms, while in the junior rooms Aistear was introduced.

## **2. STRENGTHS**

- Children are exposed to drama lessons throughout the year, which includes role play, mime, hot seating, freeze frames, poetry, prose, storytelling and the production of an annual school show.
- Most children have the confidence to speak out, express opinions and perform.

## **3. CHALLENGES**

- Raise their acquisition and use of extended vocabulary.
- To encourage children to speak on a specific topic, at length and in front of their peers with confidence.

## TARGETS 2018 - 19

- To develop a whole school approach to the acquisition and use of oral language.
- To provide more opportunity for children to express themselves through discrete oral language lessons.
- To increase children's wealth of language by setting specific "Words of the Week" to be taught and learnt and put into use.
- To enable children to have a positive attitude towards speaking in both small and large class settings.
- To ensure that the use of technology in the classroom (whiteboards, laptops, tablets, computers and digital cameras) enhances oral language development.
- To encourage infant teachers in particular to engage in Aistear C.P.D.

2018 - 19  
Year 1 - Actions

- Survey all pupils to see who either owns or have access to digital devices and how often they use same
- To have station teaching/literacy hour in senior classes
- To implement Aistear programme in infant rooms
- To introduce "Words of the Week" in each room

Infants: 2 - 3 words

Middle: 4 - 5 words

Senior: 7 - 8 words

"Words of the week" displayed outside and inside each room. Week 4 of each month to be a consolidation of the previous 3 weeks work.

Children to collect and save for use these "Words of the Week" sheets.

2019 - 20  
Year 2 - Actions

- Continue and consolidate the actions of year 1 in Oral Language
- To show understanding by demonstrating use of words and in written format by older children
- Introduce a focus on the acquisition and use of oral Maths language in the strand of numeracy .

**Infants:** Place value eg: Before/after, between bigger/smaller/more/less.....  
Introducing language of computation (+)

**1<sup>st</sup> & 2<sup>nd</sup>:** Number stories, Number sentences, doubles/near doubles, tables (addition), language of computation (+ -) odd/even

**3<sup>rd</sup> & 4<sup>th</sup> :** As above  
Tables ( $\div$   $\times$ )  
Language of problem solving

**5<sup>th</sup> & 6<sup>th</sup> :** As above  
"10 hard tables"  
Prime/Composite  
Square numbers  
Square root  
Cubed

2020 - 2021  
Year 3 - Actions

- To consolidate the use of oral language in English and Maths
- To demonstrate the understanding of language in English & Maths by eg: delivering a report, show and tell, hot seating
- To introduce "Maths Eyes" in all rooms
- Stór focal a tosnú gach seachtain, mar a bhí déanta as Bearla agus iad a cuir suas sa seomra ranga agus taobh seomra freisin.
- Dán agus amhrain a mhúineadh gach mí

Language of fractions

- To have Maths display boards to highlight the language of numeracy (to be changed regularly eg termly)
- To use tablets to enhance the use of Maths language

<u>SUCCESS CRITERIA</u>	<u>PERSONS RESPONSIBLE</u>	<u>REVIEW</u>
<ol style="list-style-type: none"> <li>1. Oral language skills will be noticeably improved from children's extended use of vocabulary in everyday class time</li> <li>2. Children will be more confident when speaking, reporting, questioning and better able to express themselves</li> <li>3. A noticeable improvement in written work of children as they transfer their oral skills to written work</li> <li>4. Test child's knowledge of Maths words to be taught during the coming year in September/October. Repeat the same test in May/June to measure improvement in children's knowledge of maths words taught during the year.</li> <li>5. Improvement in Micra T/Sigma T results as they demonstrate their understanding and acquisition of language.</li> </ol>	<ul style="list-style-type: none"> <li>• Each class teacher is responsible for work within their own room</li> <li>• SEN support teacher to work with target group and closely monitor progress</li> <li>• Principal to outline school improvement plan and actions to be taken for year 1/2/3 at Croke Park hours in March 2018 and show final draft of School Improvement Plan in March 2019</li> <li>• The Special Duties teacher update English Plan in the Plean Scoile to reflect school changes</li> </ul>	<ul style="list-style-type: none"> <li>• Annually in October to discuss action for the year ahead</li> <li>• Overall review September/October 2019</li> </ul>

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