St. Patrick’s N.S.

Drumshanbo,

Co. Leitrim.

Roll No: 19423J

**English**

**Reviewed:** 2021/22

**Ratified:**

**Full review:** 2026

**St. Patrick’s National School**

**English Policy**

**Introductory Statement and Rationale**

**(a) Introductory Statement**

This whole school plan for English was formulated in consultation with teaching staff - mainstream and SET in St. Patrick’s NS in in term 1 of the 2021/22 school year. It replaces our previous English Policy which was based on the 1999 curriculum.

We have had 1 day of training on the Primary Language Curriculum and we have all viewed 2 webinars provide by PDST. Junior Classes have been using the PLC as a basis for planning for a number of

**(b) Rationale**

This plan is being created

* To benefit teaching and learning of English in our school
* To conform to principles of learning outlined in the PLC
* To reflect the major changes that have already taken place in the school in terms of the teaching and learning of English
* To ensure continuity and consistency in the way English is planned and taught throughout the school
* To provide a coherent structure for teaching all aspects of English within the school which will inform long term and short term planning for teachers
* To reflect new English schemes which are being introduced in the school in 2021/22

**Vision and Aims**

1. **Vision**

We want to provide each child with an education in a happy and caring environment. The ability to communicate well is a fundamental part of that education, whether orally or through the written word. Reading is another key skill as children proceed with their education and we want to ensure that they can do this for pleasure and for purpose.

Therefore, it is our vision that children will be able to communicate, read and write for others and with others whether in or out of school. We see this as part of our mission to inspire them to reach their full potential.

1. **Aims**

Through this plan, we aim to clarify our approaches to teaching English, in accordance with the principles of the Primary Language Curriculum. We wish to ensure that all teachers in our school are use it as a basis for their teaching and planning, both long term and short term.

We endorse the aims of the New Primary Language Curriculum, which are presented in 3 groups. The Primary Language Curriculum, and this whole-school plan, aims to support teachers to:

1. *Children and their Lives*
	* enable children to build on prior knowledge and experience of language and language learning to enhance their language learning
	* encourage children of different languages and cultures to be proud of and share their heritage
	* recognise the wide variation in experience, ability and language style which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships.
2. *Children’s communications and connections with others*
	* embrace children’s uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations.
	* encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes.
	* enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.
3. *Children’s language learning and development*
	* promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
	* broaden children’s understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
	* encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts
	* support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
	* nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages and other cultures

**Curriculum Content and Planning**

**Strands and Elements:**

The following table sets out the Strands and Elements of the Primary Language Curriculum:

**Element 1: Communicating**

|  |  |
| --- | --- |
| **Strand:** | **Learning Outcome:** |
|  |  |
| Oral Language | Engagement, listening and attention (intentionality, verbal |
|  | memory) |
|  | Social conventions and awareness of others (relevance, turn- |
|  | taking, extra- and paralinguistic skills) |
|  |  |
| Reading | Engagement (intentionality) |
|  | Motivation and choice (relevance) |
|  |  |
| Writing | Engagement (intentionality) |
|  | Motivation and choice (relevance, purpose, audience) |
|  |  |
| **Element 2: Understanding** |
|  |  |
| **Strand:** | **Learning Outcome:** |
|  |  |
| Oral Language | Sentence structure and grammar (syntax, morphology) |
|  | Acquisition and use of oral vocabulary (semantics, verbal |
|  | memory, articulation skills) |
|  | Demonstration of understanding (semantics) |
|  |  |
| Reading | Conventions of print (meaning and understanding of |
|  | text/illustration) |
|  | Phonological and phonemic awareness |
|  | Phonics and word recognition (alphabetic principle, word |
|  | identification strategies) |
|  | Reading vocabulary (semantics) |
|  |  |
| Writing | Conventions of print and sentence structure (syntax) |
|  | Spelling |
|  | Vocabulary (semantics) |
|  |  |
| **Element 3: Exploring and using** |
|  |  |
| **Strand:** | **Learning Outcome:** |
|  |  |
| Oral Language | Requests and questions |
|  | Categorisation |
| Retelling and elaborating (narrative text and response) |
|  |
| Playful and creative use of language (aesthetic dimension of  |
| language) |
|  | Information giving, explanation and justification (expository |
|  | text) |
|  | Description, prediction and reflection |
|  |  |
| Reading | Purpose, genre and voice (awareness of author’s purpose) |
|  | Comprehension (comprehension, text organisational structure |
|  | and fix-up strategies) |
|  | Fluency and self-correction (accuracy, fluency and meaning) |
|  |  |
| Writing | Purpose, genre and voice (sense of voice, aesthetic dimension |
|  | of text) |
|  | Writing process (using processes, structures and language |
|  | register) |
|  | Response and author’s intent (author’s purpose and |
|  | responding) |
|  | Handwriting (legibility) |
|  |  |

**Oral language**

**For learning outcomes, see P. 22 of the PLC**

**Oral language methodologies and approaches:**

**Whole school**

* We promote and model respectful communication in all interactions – greeting each other properly and politely, calling each other by name
* In assemblies we again model respectful interactions and good listening
* In the yard we encourage respectful interactions
* When situations arise, we give children an opportunity to be heard and we use language and good communication to resolve difficulties
* We encourage children to speak and listen to each other, to staff, within groupings, in school council, at assembly and in the yard
* Across the curriculum, we understand the importance of teaching the language first e.g. Maths, Science

**In Class**

* We have introduced a new English scheme into all Junior Classes from 2021 onwards. The scheme is Over the Moon (Gill) and includes a structured Oral Language Programme based on the PLC which will be overtly taught.
* We have introduced a new English Scheme into all Senior Classes from 2021 onwards. The scheme is Rainbow (Fallon) and includes a structured Oral Language Programme based on the PLC which will be overtly taught.
* In Junior and Senior Infants the Aistear Curriculum is taught and teaching and learning of oral language is an integral part of each theme**.**

**Skills taught as part of Oral Language**

* Using words for common social functions in a polite and respectful manner (on-going, daily)
* Communicating to meet personal needs (on-going, daily)
* Listening (rhymes, jingles, riddles, listening activities, bingo, news)
* Recalling (re-telling stories, class trips/visits, news)
* Naming (name, address, days, months, seasons, family members, things you need for/find in)
* Categorising and classifying (people, places, family, clothes, weather, animals, food, pets)
* Describing (colour, shape, feelings, characters)
* Think Talk time (thinking and talking about questions of a philosophical nature to develop critical-thinking
* Denoting Position (orientation-left/right, relational-under/beside/behind/on/in)
* Sequencing (alphabet, days, months, seasons, times of day, sequencing words)
* Reasoning (relational words-because/but, problem solving-what shall I do? 20 questions, proverbs)
* Giving instructions and directions (how do we make a cup of tea/go to the shop?)
* Reporting (reporting back from a group activity or project)
* Speaking out clearly (on going, daily)
* Predicting (hear part of a story, what do you think will happen next?, picture sequences)
* Projecting/empathising (picture/story, How do you think they are feeling? How would you feel if I?)
* Imagining (a new planet, a newly discovered species of animal)
* Questioning (20 questions, the Yes/No game show)
* Interpreting and using appropriate non-verbal language
* Taking turns in speaking and listening (circle-time, news time)
* Showing tolerance for views of others (circle-time, debating)

**Planning**

From 2021/22 onwards all class teachers are asked to plan oral language using the strands, elements and learning outcomes of the PLC. They will be supported in this by the editable plans which accompany the new English schemes. This will give teachers the flexibility they need to include additional oral language themes, activities, resources etc. whilst ensuring that the learning outcomes are covered in all classes.

**Reading**

 **For learning outcomes, see P. 26 of the PLC**

 **Aims for Reading**

In the teaching and learning we aim to:

* promote positive attitudes and develop the appreciation and enjoyment of reading
* develop print awareness, an understanding of the purpose of print, and a control over the different ways meaning is derived from print
* develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary
* develop an appropriate range of comprehension strategies to help interpret text beyond the literal level (prediction, inference, etc.)
* develop an awareness of the richness and diversity of reading material reading from a variety of texts of gradually increasing complexity
* engage the children in sustained silent reading
* enhance emotional and imaginative development through reading
* develop cognitive ability and the capacity to clarify thinking through reading
* Use the class libraries to increase fluency and interest in books.
* Use explicit instruction of reading skills and strategies to enable at-risk children to participate more fully in literary experiences.

**Whole School Initiatives for Reading**

* Early Intervention (SI)
* Literacy Lift-Off using PM readers (SI – 2nd class)
* PALS (4th Class)
* Class novels 2nd – 6th classes
* DEAR time 2nd – 6th classes
* All children are registered in the local library (this did not happen during Covid)
* Dyslexia workshop (as appropriate to the needs of the class)
* World Book Day
* We create a print rich environment
* Teaching of word lists eg Tricky words (Junior classes), Dolch Lists etc.

**Comprehension Strategies**

* From 2021 all comprehension strategies will be overtly taught in line with the English schemes. (Prior to this, certain skills were allocated to each class.) This will ensure school wide teaching of all skills in a planned and progressive way.
* Comprehension boxes will be used with senior classes.

**Resources**

* SETs support in-class interventions across the school
* Class libraries
* PM Library
* Novel sets for 2nd – 6th classes
* Novel set to support school schemes
* Comprehension boxes for middle and senior classes
* Teachers have a variety of resources which they use to support teaching and learning of reading

**Phonological Awareness**

Phonological awareness is currently taught

* Using Jolly Phonics in Infant classes
* Using Newell scheme in 1st – 6th – which is also our spelling scheme
* As part of daily reading activities and strategies

**Planning**

From 2021/22 onwards all class teachers are asked to plan reading using the strands, elements and learning outcomes of the PLC. They will be supported in this by the editable plans which accompany the new English schemes. This will give teachers the flexibility they need to include additional reading activities and to include the various reading interventions that are happening in most classrooms

 **Writing**

**For learning outcomes, see Page 30 of the PLC.**

**Aims for Writing**

In the teaching of writing, we aim to:

* develop competent and confident writers across the writing genres
* develop print awareness and an understanding of the purpose and conventions of print
* promote a growing sight vocabulary
* utilise the various comprehension strategies

We want to encourage children to

* write for fun
* to write as a means of self-expression and reflection
* to write for different purposes and different audiences
* to learn to edit and refine writing and develop a sense of appropriate presentation
* to develop a personal style of writing and learn to distinguish and use appropriate levels of formality
* to share writing experiences with others
* to use computer technology in learning to write

**Whole School Initiatives for Writing**

* Writing corner in Aistear
* Weaving Wellbeing Diaries
* Writing portfolio – hardback copies
* School Magazine (6th Class)
* Class pages on the school website
* Writing across the genres

**Key elements in the early writing stage in the school**

* In the infant classroom the children first use all forms of written expression (scribbles, drawings, lines, letters etc.) and this eventually evolves to use of letters and words.
* Children are introduced to the concept of writing through a print-rich environment, language- experience materials, teacher modeling writing, teacher acting as scribe, early copying letters and words informally.

**Key elements in the development of handwriting skills in the school**

We begin teaching cursive handwriting in second class with the aim that they will continue to use this throughout the school. Certain children may be permitted to print at the discretion of the teacher. Its development is supported by school-devised resources.

* Capital letters are the full height of the line, lower case letters are half the height of the line.
* The formation of all lower-case and capital letters in print format is as per the reading scheme
* Lower case letters only are introduced in Junior Infants while capital letters are introduced in Senior Infants. The order in which lower case letters are introduced are as per the Jolly Phonics scheme. In Senior Infants revision of lower-case letters and introduction of capital letters is as the Jolly Phonics scheme
* Pre-Writing activities that take place include: pattern work, playdough, threading, cutting, tearing, pegging, colouring, painting etc.
* Red pens are introduced from 2nd class upwards, for ruling etc. Pencils will be the handwriting tool for most of children’s school life. Writing with pen is introduced from third class onwards. Children will place brackets around any errors
* Margins- some copies come with margins as standard. 4th, 5th and 6th will rule margin with red pen
* Children from 2nd to 6th date exercise on top right-hand-side of page. Teachers date exercise in infant classes
* Provisions are made for left-handed children by encouraging them to slant page, seating arrangement
* The school approaches the correction of handwriting through positive re-enforcement, reminding and encouraging children to write neatly, drawing children’s attention to poor handwriting to seek improvements, self-correction

**The development of spellings skills**

The focus of planning is on the child’s acquisition of spelling skills and his/her progress with spelling.

**Key points with regard to spelling:**

* Equip all pupils with strong phonological awareness skills incorporating awareness of syllables, rhyme and phonemes in words
* Spelling must be taught
* Spelling must be fun
* Spelling must be differentiated
* Realisation that not all spelling is phonetically based
* Spelling activities should be written
* Spelling lessons should be regular, short and snappy
* Spelling strategies must be taught to all children especially those who experience difficulty
* Self-checking is continuously encouraged to foster a more independent approach
* Spelling must never be a barrier to children’s writing as it is vital not to dampen a child’s enthusiasm to write by always insisting on accurate spelling
* Children are encouraged to take risks and attempt unknown words
* Provide opportunities for children to ‘problem-solve’ the rules themselves

Currently, the Newell Spelling Scheme is being used in the school although this is under review.

**Grammar and Punctuation**

Grammar and punctuation are taught as an integrated part of the English schemes being used in the school.

**Library**

* Class libraries are used in our school. Each teacher looks after the stocking of books for class libraries, class novels and English Resource books.
* There is a wide range of books available from the class libraries and shared-reading activities including a variety of fiction, non-fiction and poetry to cater for the range of abilities at all levels
* Juniors – big books, books with graded levels of difficulty, books covering a wide range of interests, poetry books, supplementary readers
* Seniors – books covering a wide interest level, fiction, factual, reference, poetry,

books suitable for different reading ages, books based on class readers.

* Children are encouraged to write their own books if participating in the write-a-book project.
* Reading materials are provided for the learning-support/resource teacher and are reviewed each year. This review enables the school staff to restock and add to the existing materials already gathered for children with special needs.
* SInce September 2015, all children have been enrolled in the local library (with parental permission), up to the closure of the library during Covid. Once the library is open we will resume this practice and children will be encouraged to use the library to select books which can be used for home and school reading.

**Organisation of the library**

* Each class teacher organises their own class library with the help of children on a rota system.
* Books are catalogued according to level of difficulty, category of interest and are screened for the pupils in each
* Stock of books updated 1-2 times a year. They are monitored by the class teachers. Irish book companies such as Setanta are used to supply books.
* Children change their books daily/weekly and this is monitored by each class teacher
* Children are encouraged to do book reviews.
* Children visit the public library e.g. during book week and the local library gives a loan of some books to the school. Children visit the library at occasional times during the school year at the teacher discretion.

**Assessment and Record Keeping**

**Teachers ensure that a broad range of assessment tools are being used including:**

* Teacher observation
* Questioning
* Teacher designed tasks/tests
* Samples of children’s work
* Checklists/profiles
* Standardised tests – BIAP (Belfield Infant Assessment Profile), MIST (late in second term of Senior Infants), Micra-T (for 1st to 6th Class pupils each year), NRIT- (2nd and 4th Class).
* Diagnostic tests
* Running records for literacy lift-off
* Assessment tests associated with reading schemes

Teachers assess on a continual basis through observation, questioning and checklists, weekly (for spelling etc) at the end of each term and the standardised tests as above.

SETs assess regularly using a variety of diagnostic and standardised tests as deemed appropriate.

**What use is made of the results of assessments?**

* Assessments are used to inform class teaching e.g. we look at scores from standardised testing and adjust our methodologies and planning accordingly and differentiate as appropriate.
* To select children for additional support/early intervention. Teachers would use a differentiated approach based on assessment. Teachers may re- group children for English according to their ability if necessary in the class situation.
* Teachers discuss children on an ongoing basis and share information with each other, with parents, through parent-teacher meetings (formal and informal), end of year reports and Support Plan meetings as deemed necessary. These results are also shared with other professionals such as psychologists, speech and language therapists
* Each teacher keeps records of class results/observations. Full scores of standardised tests are kept by individual teachers, learning support teachers, and other support teachers directly involved with individual students would have access to individual results if relevant. Results are stored on a computer in the school and in accordance with our Data Protection Policy.
* Teachers records are kept in classroom for the year and results of written tests are passed on to the next class teacher.
* Each teacher has access to the records of their own class. Principal has access to all records.
* SETs have access to relevant records. Records are kept in class and data stored on the relevant computers.

**Children with Different Needs**

Children with learning disabilities

* Children with learning difficulties have Support Plans made out by class teacher, LS/RT teacher, parents and/or other professionals e.g. psychologists, O.T., Speech & Language therapists, Physiotherapists etc. Individual children’s specific difficulties are addressed in these plans.
* Children in the Cairde and Laochra classes are intergrated into mainstream classes when appropriate. However, they all receive additional teaching in their base class to support communication and literacy skills at a level appropriate to their needs. Teachers in the Autism classes have the discretion to select a reading scheme that most appropriately meets the needs and stage of each pupil. Teachers differentiate to the learning outcomes from the PLC for some pupils and for others they use aspects of the Mild/Moderate curriculum. Some of the children are in receipt of Speech and Language support though this can be sporadic. Teachers use the recommendations from the S&L therapist to inform targets in support plans.
* Teachers support and ensure the participation of children in language activities by differentiating the curriculum, devising a plan where applicable and all children are included in the lessons.
* Where English is an additional language, children receive support. The emphasis is on oral language and communication.
* All children are enabled to make a contribution to an English lesson.
* The specific responsibilities of class and SETs are outlined in our Special Educational Needs policy.
* The specific role and responsibilities of the special needs assistant as outlined by the Department of Education and their specific responses to the needs of individual children are governed by Principal and Class Teacher.
* The relevant SETs have access to and share resource materials and IT used by children with learning difficulties. Mrs. Walsh’s room is the central point for SET resources.

**Children with exceptional ability**

The school supports children of exceptional ability through

* Differentiated programme within the classroom/school and/or homework
* Accelerated reading programmes
* Use of IT
* Independent research projects
* Working with parents – guiding them towards developing the special talents a gifted child may have.
* Guided reading will also allow exceptional readers to read at an appropriate level.

 **Equality of participation and access**

Equality of participation and access is ensured in the PLC through:

* Equal opportunities are given to all children to participate in discussions, presentations etc
* Equal opportunities are given to all children to participate in reading activities
* Teachers are cognisant of developmental differences between boys and girls when starting to read
* Teachers are aware of gender differences in reading. They select reading material suitable for both genders.
* Teachers are conscious of gender difference in writing readiness
* Equal opportunities are given to all children to participate in writing activities
* Boys and girls have equal access to, and opportunities to use ICT
* All children have access to services, facilities and amenities in the school environment

Provision is made for the following:

* Children experiencing any form of disadvantage
* Children with disabilities
* Families with literacy problems
* Families for whom English is not the first language.
* Through providing supplementary teaching for pupils who qualify as per Department of Education and Science guidelines.

**Organisation**

**Timetable**

* Time is allocated at each level for English stipulated in the Numeracy and Literacy Strategy provided by the DES.
* Discrete time is timetabled for elements of the language programme at the discretion of individual teachers
* The process of language learning is naturally developed through integrated activities and thematic/cross curricular approach

 **Homework**

**\*Homework has been identified as the focus of SSE for 2021-22**

* English homework reflects the active-learning approach as described in the curriculum and is assigned in accordance with our homework policy.
* The homework is tailored to the needs and abilities of the class and special consideration is given to some pupils
* There is co-ordination between the class teacher and the learning-support/resource teacher in setting homework assignments to avoid overlapping of homework. This co-ordination varies depending on the abilities and needs of the child.

 **Resources and IT**

* Some of the main resources being utilised include Rainbow Scheme (CJ Fallon), Over the Moon (Gill), A Way With Words, Class Novels, Jolly Phonics, Posters, Modern Handwriting, PM readers, Comprehension Boxes (Prim-Ed)
* Most resources are kept in each classroom.
* Resources are reviewed on an on-going basis.
* If a pupil requires assistive technology e.g. computer software/hardware this can be identified by the class teacher/SL/RT teacher in the child’s IEP.
* IT is used to help children present and publish their work and can be used to develop writing in differing genres, e.g. project-work, displays, poetry, make a book, school magazine.
* Seesaw is used as a learning platform in Junior Classes. Teachers use this extensively to model reading and to listen to recordings of children reading. Google classroom is used similarly in Senior Classes.
* Children use the Internet for research purposes.
* The school has a code of practice to ensure safe Internet usage. The appropriate hardware and software have been installed to ensure this safety. Teachers usually familiarise themselves with material on websites prior to use by the children. There is ongoing monitoring of these sites.

 **Individual teachers’ planning and reporting**

* The whole-school plan, through core curriculum and agreed policies, and the curriculum documents for English provide information and guidance to individual teachers for their long and short-term planning. These are used in conjunction with the editable planning materials which accompany the English schemes.
* The Cúntas Miosúil serves as a statement of the aims, objectives and content covered and helps in reviewing and developing the whole school plan/individual teacher preparation for following years.

 **Staff development**

* Teachers have access to current research, reference books, resource materials, websites dealing with language learning.
* Information on courses available to teachers are forwarded by email.
* Teachers feedback on any courses attended is encouraged during Croke Park hours.
* Time is allocated at staff meetings to discuss literacy issues, language development and specific language disorders.
* One SET is seeking to take part in Reading recovery and has applied for same.
1. **Parental involvement**
* Parents are made aware of the central importance of oral language in the learning process during the information meeting for new entrants, during parent-teacher meetings and other informal meetings during the year.
* Parents are encouraged to involve children in purposeful language activity, through chatting with children and to extend conversations through further questioning and prompting. Parents are also made aware of the importance of discussing pictures in readers.
* Parents can support their child’s reading through supporting homework, paired reading, visiting local library, reading stories, reading environmental print.
* Parents can assist in the development of their child’s writing in the early years through pre-writing activities such as colouring, playdough, cutting, threading etc, through practising letter formation at home and encouraging the children to scribble, draw and write frequently.
* Parents can assist further up the school by encouraging neat presentation of their children’s work and through showing an interest in, listening to and praising written efforts.
* Parents can be involved in using ICT to support language learning through using software which achieves this.
* Information can be shared with parents through discussion at induction day, parent teacher meetings and reports and also informal meetings throughout the year.
* Information on courses on literacy or English language are displayed on the school notice board or forwarded by email.

**Community links**

* The following members of the community can become involved in supporting the language programme – grandparents, fireman, garda, etc – through visiting various classes in our school. They enhance specific language development in the area of occupations
* During book week in October, children visit the local library. Occasionally the school also have storytellers visit the school.
* Some classes use video conferencing to contact other schools and community groups.
* Sixth class children write stories/articles for the school magazine.
* Children interview local people/family as a basis for writing and oral language.

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**Success Criteria**

The following criteria will indicate success.

*We will know that the plan has been implemented if:*

* Teachers’ preparation based on this plan
* Procedures outlined in this plan are consistently followed

*The indicators of the plan achieving its aims are:*

* Feedback from teachers/parents/pupils/community
* Inspectors’ suggestions/report
* Feedback from second level schools.
* Assessment records

*The plan will have enhanced pupil learning if:*

* Children have a positive attitude and appreciation of the value of language-spoken, read
* and written
* Children have an interest in expression and communication
* Children have an ability to engage appropriately in listener-speaker relationships
* Children have confidence and competence in listening, speaking, reading and writing
* Children are engaging with a variety of genre in reading and writing
* A process approach is evident in writing
* Comprehension and higher order thinking skills are developed through oral language,
* reading and writing
* Children’s emotional, imaginative and aesthetic development is enhanced through oral, reading and writing experiences.

**Implementation**

The plan will be implemented by the teaching staff, supported by the Principal, Board of Management and local community.

This plan will be implemented from September 2015, following ratification by the Board of Management.

**Review and Ratification**

This policy was reviewed following school self-evaluation with regard to reading and the development of a School Improvement Plan for reading.

The review focussed on the **Reading** section of the curriculum. Some changes were also made to the **Introductory section** and to the section on **Assessment**. Some minor changes were also made to other organisational areas of the plan to reflect the actions and targets outlined in the School Improvement Plan for reading.

The plan will be presented to the BOM with the SSE and SIP in the final term of 2014 – 2015.

The teaching staff envisages a further review when we come to evaluate teaching and learning of Writing in the school, possibly within the next two years.

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**Ratification of policy for St. Patrick’s NS**

**Chairperson Date**

**Principal Date**