



## DEIS ACTION PLAN 2025-2028 LITERACY

### Review and Rationale:

- ✚ Teacher observation of pupils entering the Junior Infant classes continue to present with a lower standard of receptive and expressive language.
- ✚ Teacher observation and feedback revealed that pupils lack the ability to self-assess during the writing process, therefore highlighting the need for a self-assessment tool to be introduced.

### Analysis of Reading Age

- ✚ Analysis of Accelerated Reader test scores revealed that pupils can decode the books they are reading but have poor comprehension of text, 65% of pupils failed to achieve 85% quiz accuracy in 2024/2025, 71% in 2023/2024, 84% in 2022/2023.
- ✚ Analysis of Accelerated Reader's growth report revealed that pupils reading age improved by a minimum of 5 months on average.

### Analysis of Spelling results:

- ✚ Analysis of Drumcondra Spelling test 2024 revealed that 42% of pupils achieved a standard score of 109 or below, an increase of 2% based on 2023 results.

### Targets:

### Comprehension-AR Reading 3<sup>rd</sup>-6<sup>th</sup>

- ⬆️ To increase the percentage of students reading *at or above* their ZPD (Zone of Proximal Development) and maintaining an average Accelerated Reader quiz accuracy of 85% or higher. Targets based on STAR baseline data at the start of each school year.
- ⬆️ To increase average daily engaged reading time each day.

### Reading Age

- Increase the percentage of students reading at or above their chronological age from 41% to 43%.  
41% for 2024/2025  
47% for 2023/2024  
39% for 2022/2023

### Writing

- ⬆️ By June 2026, all students from 1st–6th class will use a common, age-appropriate writing rubric to self-assess before completing final drafts of major writing tasks.
- ⬆️ To continue to improve the overall presentation of pupil's work, focusing on copybook presentation, penmanship and punctuation.

### Spelling

- ⬆️ Implement a structured spelling program across all classes, (3<sup>rd</sup>-6<sup>th</sup> class) aiming for students to achieve a 2% annual increase in attainments on the LETRS spelling screener.
- ⬆️ To show improvement in Drumcondra English spelling scores, and develop a positive attitude towards spelling and word study.

### Oral Language

- Improve oral language confidence and competency so that **75% of students** demonstrate age-appropriate skills in speaking, listening, and vocabulary (as measured through school-based oral language rubrics and teacher observation templates).

<b>Actions 25/26</b>	<b>Actions 26/27</b>	<b>Actions 27/28</b>
<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>✚ Introduce and pilot a tiered, bespoke spelling programme tailored to different ability levels-January 26.</li> <li>✚ Pupils in 3<sup>rd</sup>-6<sup>th</sup> will maintain a Spelling Notebook in accordance with the school spelling plan.</li> <li>✚ Integrate spelling into class activities, such as games, dictation, and collaborative writing exercises, to make learning enjoyable.</li> <li>✚ Use LETRS and Drumcondra test results to monitor progress and identify areas for targeted support.</li> <li>✚ Encourage a positive classroom culture around spelling through recognition, praise, and celebration of improvements</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>✚ Daily DEAR time for every class for a minimum of ten minutes.</li> <li>✚ Update and extend current school library.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>✚ Continue to develop a tiered, bespoke spelling programme tailored to different ability levels.</li> <li>✚ September 26-LETRS test to assess</li> <li>✚ Analyse Drumcondra spelling 25/26</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>✚ Daily DEAR time for every class for a minimum of ten minutes.</li> <li>✚ Update and extend current school library.</li> <li>✚ Every class to visit Clommel Library at least once per year.</li> <li>✚ Engage in a whole school 'One Book, One School' initiative.</li> <li>✚ September Test - New Young Group Reading Test to find starting data regarding reading age. Data can be compared with last year through handover information.</li> <li>✚ Classes will pair with a Senior Class and engage in Buddy Reading on the last Friday of each month to improve Fluency and Enjoyment of Reading for both age groups</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>✚ Continue to develop a tiered, bespoke spelling programme tailored to different ability levels.</li> <li>✚ September 27-LETRS test to assess</li> <li>✚ Analyse Drumcondra spelling 26/27</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>✚ Daily DEAR time for every class for a minimum of ten minutes.</li> <li>✚ Update and extend current school library.</li> <li>✚ Every class to visit Clommel Library at least once per year.</li> <li>✚ Engage in a whole school 'One Book, One School' initiative.</li> <li>✚ September Test - New Young Group Reading Test to find starting data regarding reading age. Data can be compared with last year through handover information.</li> <li>✚ Classes will pair with a Senior Class and engage in Buddy Reading on the last Friday of each month to improve Fluency and Enjoyment of Reading for both age groups</li> </ul>

<ul style="list-style-type: none"> <li>✚ Every class to visit Clonmel Library at least once per year.</li> <li>✚ Engage in a whole school 'One Book, One School' initiative.</li> <li>✚ Include the pupils' views and opinions when purchasing books.</li> <li>✚ Invest in Accelerated Reader books for class libraries.</li> <li>✚ Test school New Young Group Reading Test to find starting data regarding reading age.</li> <li>✚ Classes will pair with a Senior Class and engage in Buddy Reading on the last Friday of each month to improve Fluency and Enjoyment of Reading for both age groups</li> <li>✚ Junior Infant parents will attend a 2-week 'Storytime' modelling session, along with an Infant Library being made available within the school.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Whole-school expectations for presentation (handwriting, spacing, margins, title/ date, layout, and use of lines) will be agreed and taught explicitly, following the Nelson Handwriting Scheme. Teachers will</li> </ul>	<ul style="list-style-type: none"> <li>✚ Junior Infant parents will attend a 2-week 'Storytime' modelling session, along with an Infant Library being made available within the school.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Whole-school expectations for presentation (handwriting, spacing, margins, title/ date, layout, and use of lines) will be agreed and taught explicitly, following the Nelson Handwriting Scheme. Teachers will reinforce these expectations in all subjects, and students will apply them consistently in copies and project work.</li> <li>• A common, age-appropriate writing rubric will be introduced from 1<sup>st</sup> - 6<sup>th</sup> class. Teachers will explicitly model how to use the rubric, and students will complete a self-assessment after each major writing task to identify strengths and next steps before rewriting.</li> <li>• Classrooms and shared areas will feature regularly updated displays of student writing that highlight good practice in genre, vocabulary,</li> </ul>	<ul style="list-style-type: none"> <li>✚ Junior Infant parents will attend a 2-week 'Storytime' modelling session, along with an Infant Library being made available within the school.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Whole-school expectations for presentation (handwriting, spacing, margins, title/ date, layout, and use of lines) will be agreed and taught explicitly, following the Nelson Handwriting Scheme. Teachers will reinforce these expectations in all subjects, and students will apply them consistently in copies and project work.</li> <li>• A common, age-appropriate writing rubric will be introduced from 1<sup>st</sup> - 6<sup>th</sup> class. Teachers will explicitly model how to use the rubric, and students will complete a self-assessment after each major writing task to identify strengths and next steps before rewriting.</li> <li>• Teachers will implement a consistent writing process— planning, drafting, self-assessment, teacher feedback, and rewriting—</li> </ul>
--	--	--

<p>reinforce these expectations in all subjects, and students will apply them consistently in copies and project work.</p> <ul style="list-style-type: none"> <li>• A common, age-appropriate writing rubric will be introduced from 1<sup>st</sup> - 6th class. Teachers will explicitly model how to use the rubric, and students will complete a self-assessment after each major writing task to identify strengths and next steps before rewriting.</li> <li>• Classrooms and shared areas will feature regularly updated displays of student writing that highlight good practice in genre, vocabulary, handwriting, and presentation. Teachers will use displays to model success criteria and celebrate student achievement.</li> <li>• Teachers will implement a consistent writing process—planning, drafting, self-assessment, teacher feedback, and rewriting—using templates, graphic organisers, and checklists. Students will revise their work based on feedback to</li> </ul>		
<p>handwriting, and presentation. Teachers will use displays to model success criteria and celebrate student achievement.</p> <ul style="list-style-type: none"> <li>• Teachers will implement a consistent writing process—planning, drafting, self-assessment, teacher feedback, and rewriting—using templates, graphic organisers, and checklists. Students will revise their work based on feedback to improve quality and accuracy over time.</li> <li>• Each class level will follow a whole-school writing genre progression, ensuring that students receive explicit instruction, modelling, and scaffolding for the appropriate genres (e.g., recount, narrative, explanation, report). Small-group teaching will be used to support students requiring additional guidance.</li> </ul> <p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>✚ Vocabulary, sentence structure, questioning skills and oral fluency</li> </ul>		
	<p>using templates, graphic organisers, and checklists. Students will revise their work based on feedback to improve quality and accuracy over time.</p> <ul style="list-style-type: none"> <li>• Each class level will follow a whole-school writing genre progression, ensuring that students receive explicit instruction, modelling, and scaffolding for the appropriate genres (e.g., recount, narrative, explanation, report). Small-group teaching will be used to support students requiring additional guidance.</li> </ul> <p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>✚ Vocabulary, sentence structure, questioning skills and oral fluency are being explicitly taught in each small group.</li> <li>✚ SFT teachers explicitly target oral language development for students with identified needs, including those who are learning English as an Additional Language (EAL).</li> <li>✚ Emphasis and awareness of the class level of Oral Language on the</li> </ul>	

<p>improve quality and accuracy over time.</p> <ul style="list-style-type: none"> <li>Each class level will follow a whole-school writing genre progression, ensuring that students receive explicit instruction, modelling, and scaffolding for the appropriate genres (e.g., recount, narrative, explanation, report). Small-group teaching will be used to support students requiring additional guidance.</li> </ul> <p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>Vocabulary, sentence structure, questioning skills and oral fluency are being explicitly taught in each small group.</li> <li>Morning Meeting incorporated into class Oral language time in term 2-to encourage and model communication skills (equally supporting wellbeing/class nurture)</li> <li>SET teachers explicitly target oral language development for students with identified needs, including</li> </ul>	<p>are being explicitly taught in each small group.</p> <ul style="list-style-type: none"> <li>SET teachers explicitly target oral language development for students with identified needs, including those who are learning English as an Additional Language (EAL).</li> <li>Emphasis and awareness of the class level of Oral Language on the Progression Milestones (a-h) and using Guided Reading sessions to develop and progress children along these Milestones.</li> <li>Create a language rich environment- having Word of the week/Wow Words/Word Wall</li> <li>Children in Junior Infants will be tested using the British Picture Vocabulary Scale to obtain Oral Language ability in line with NPLC.</li> </ul> <p><b>Whole school approach</b></p> <ul style="list-style-type: none"> <li>Special attention/rewards given to children who are working hard to improve writing and presentation. Work samples displayed in the classroom-writer of the week etc. Work to be Proud of etc. Emphasis</li> </ul>	<p>Progression Milestones (a-h) and using Guided Reading sessions to develop and progress children along these Milestones.</p> <ul style="list-style-type: none"> <li>Create a language rich environment- having Word of the week/Wow Words/Word Wall</li> <li>Children in Junior Infants will be tested using the British Picture Vocabulary Scale to obtain Oral Language ability in line with NPLC.</li> </ul> <p><b>Whole school approach</b></p> <ul style="list-style-type: none"> <li>Special attention/rewards given to children who are working hard to improve writing and presentation. Work samples displayed in the classroom-writer of the week etc. Work to be Proud of etc. Emphasis continued to be placed on the importance of neat presentation of work etc.</li> <li>DEIS Literacy-explicit time on timetabling-SET Support</li> <li>Morning Meeting continued-to encourage and model</li> </ul>
--	---	--

<p>those who are Learning English as an Additional Language (EAL)</p> <ul style="list-style-type: none"> <li>✚ Emphasis and awareness of the class level of Oral Language on the Progression Milestones (a-h) and using Guided Reading sessions to develop and progress children along these Milestones.</li> <li>✚ Create a language rich environment- having Word of the week/Wow Words/Word Wall</li> <li>✚ Children in Junior Infants will be tested using the British Picture Vocabulary Scale to obtain Oral Language ability in line with NPLC.</li> </ul> <p><b><u>Whole school approach</u></b></p> <ul style="list-style-type: none"> <li>✚ Special attention/rewards given to children who are working hard to improve writing and presentation. Work samples displayed in the classroom-writer of the week etc. Work to be Proud of etc. Emphasis continued to be placed on the importance of neat presentation of work etc.</li> </ul>	<p>continued to be placed on the importance of neat presentation of work etc.</p> <ul style="list-style-type: none"> <li>✚ DEIS Literacy-explicit time on timetabling-SFT Support</li> <li>✚ Morning Meeting continued-to encourage and model communication skills(equally supporting wellbeing/class nurture)</li> <li>✚ DEIS Literacy-explicit time on timetabling-SFT Support</li> <li>✚ Encourage the use of ICT to develop literacy skills both in school and at home.</li> </ul>	<p>communication skills(equally supporting wellbeing/class nurture)</p> <ul style="list-style-type: none"> <li>✚ DEIS Literacy-explicit time on timetabling-SFT Support</li> <li>✚ Encourage the use of ICT to develop literacy skills both in school and at home.</li> </ul>
---	--	---

<ul style="list-style-type: none"> <li>✦ Additional termly planning time to facilitate DEIS literacy planning between Class Teacher and SET.</li> <li>✦ DEIS Literacy-explicit time on timetabling-SET Support</li> <li>✦ Encourage the use of ICT to develop literacy skills both in school and at home.</li> </ul> <p><b>End of year Review June 2026 will inform and cause adjustments to 26/27 actions</b></p>		
<p><b>Monitoring/Evaluation</b></p> <ul style="list-style-type: none"> <li>✦ Drumcondra Spelling results to be compared year on year on a class group basis- 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> etc.</li> <li>✦ Correct spelling in written exercises will also monitor the teaching of spelling.</li> <li>✦ Whole School Figures on overall averages will be looked at and figures noted each year from Aladdin analysis.</li> <li>✦ Staff Meetings will feature a monthly DEIS focus-additional actions for 26/27 and 27/28 will be drafted also during staff meetings.</li> <li>✦ Whole Class Feedback on spelling programme in June 2026 to further inform planning for 2026/2027.</li> <li>✦ Children's individual progress in literacy skills can be monitored using the ICT programme Accelerated Reader.</li> <li>✦ Individual class monitoring between SEN and class teachers ongoing.</li> <li>✦ Principal and SET Coordinator monitor intervention effectiveness.</li> <li>✦ The standard of the presentation of work and quality of handwriting will be monitored regularly.</li> </ul>		

**Ratified by the BOM for 2025/2026 school year on 17-12-2025**

**Signed: John Gordon Chairperson**



Signed: ***Valerie Blatterg*** Principal.