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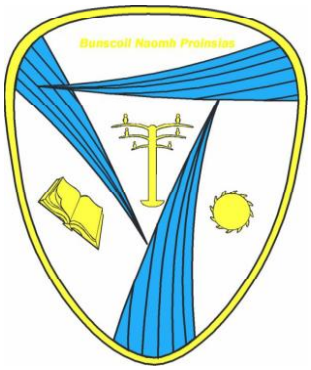

"Ar scoil is cairde muid atá ag súgradh, ag obair agus foghlaim le chéile sa dóigh is go mbeidh Bunscoil Naomh Proinsias ina chlochán suntasach i rith turas an tsaoil."

1.1 **AIDHMEANNA/AIMS:**

In Bunscoil Naomh Proinsias we aim to develop pupils' abilities in both Irish and English within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the language requirements of Communication within a broad and balanced approach to the teaching of both languages across the curriculum. We strive to achieve this through providing a supportive, stimulating and secure environment enriched with high-quality opportunities to develop the use of both languages to think, explore and communicate.

At Bunscoil Naomh Proinsias we strive for our pupils to become biliterate- that is dually competent in the receptive skills of listening and reading as well as in the productive skills of speaking and writing in both Irish and English. Within the dual literacy approach, the added ability to move

confidently between Irish and English languages for different purposes *(trans-languaging)* is actively promoted.

1.2 By the end of Rang 7, we aim for our pupils to be able to:

- **read and write in both Irish and English with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct,**
- **have an interest in books and read for enjoyment in Irish and English,**
- **have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms in both languages,**
- **understand a range of text types and genres – be able to write in Irish and English in a variety of styles and forms appropriate to the situation,**
- **be developing the powers of imagination, inventiveness and critical awareness,**
- **articulate their responses in both languages using suitable technical vocabulary.**

2.1 RATIONALE AND BUNSCOIL NAOMH PROINSIAS APPROACH:

Additive bilingualism underpins our philosophy in Bunscoil Naomh Proinsias. That is to say that competence in both languages (Irish and

English) is our aim and it is recognised that both languages are interdependent in our school community.

Total immersion in the target language (Irish) is used to foster additive bilingualism in the school because of the multi-various supports for the wider used language (English) in the mainstream school and in society in general. This means that the students are steeped in Irish from the first day in Rang 1, wherein the conditions created replicate the natural context in which the child learned English/the first language. As pupils progress through Key Stages 1 and 2, Irish will have been established as the dominant medium of communication used by the pupils. By Key Stage 2, basic production skills in Irish will be well established and Irish will be used by all pupils in most learning situations. The vast majority of our Rang 7 pupils transition to the IMU of Coláiste Cháitríona (Armagh), where our pupils receive 50% of their subjects in Irish and 50% in English. Our division of curriculum time for the two languages in Rang 7 has therefore been planned to best prepare our outgoing pupils for the next stage in their education.

2.2 <u>The introduction of English:</u>

English is informally introduced in Term2 of Rang 3, when 'high-interest' English texts are read aloud to the pupils. This exposure develops further in term 3 of Rang 3 when children, having completed benchmarking running records, begin differentiated independent reading in English. Throughout Rang 3 and into Rang 4 the class teacher delivers structured English Literacy

lessons- using the medium of both Irish and English where appropriate to connect the learning to pupils' prior knowledge. In Rang 3 children informally approach written English through the security afforded by 'Response to reading' tasks- where the focus is on demonstrating understanding of the guided reading texts and not written accuracy. In Rang 4 children are given opportunities to develop as writers in both languages across a range of genre, however there is a greater emphasis placed on the development of written communication in Irish as the target language. As pupils progress into Rang 5 through to Rang 7, English lessons move to being delivered mainly through English only as the pupils begin to display greater levels of biliteracy.

From Rang 4 onwards, teaching and learning in English is delivered every Monday and Wednesday and in Irish every Tuesday and Thursday- this includes guided reading and text preparation, grammar and comprehension tasks, phonics work and spelling. By the end of Rang 7 there should be a 60:40% ratio of Irish: English instruction **across the curriculum**.

It has been agreed by all staff that throughout Rang 4 to Rang 7 the linguistic input may sometimes be in one language while the linguistic output is provided in another. What this approach means in real terms is that our pupils will be able to change from one language to another naturally as the context requires.

3.1 **WHAT IS DUAL LITERACY?**

From the outset, when a young child understands that a word or phrase in both languages is interchangeable and linked to the same concept, dual literacy is starting to develop. As pupils' grasp of literacy in both languages improves, so does their ability to take advantage of dual literacy. The ability to speak, read and write easily in both languages and also the ability to move fluently between languages are part of dual literacy. The skills involved in dual literacy are sometimes called 'translanguaging'or 'transliterative' skills. Pupils can use and develop them even in the early stages of bilingualism, although the range of situations and contexts where they can practise their language skills may be restricted.

3.2 **Dual literacy is important because it**:

• assists individuals' intellectual development by refining their ability to think, understand and internalise information in two languages;

• prepares individuals to learn additional languages and by developing flexibility of mind and a positive approach towards other languages and cultures;

• prepares individuals effectively for situations where they need to use both languages and transfer from one language to the other;

3.3 **The features of dual literacy**

Dual literacy is relevant to any two or more languages, and its features are the same whatever the languages. The features of dual literacy in the

language modes of oral language, reading and writing are listed below. They are interdependent and are best developed in an integrated way.

- **oral language**
  - use personal or factual detail heard in one language to give the gist of it in another;
  - summarise formally in one language, information presented in another;
  - express information or opinions in a formal register to a group of people who speak different languages by switching easily from one language to the other as required;
  - switch easily from one language to the other in an informal situation in a way which conveys nuance and uses equivalent idioms; and give a verbatim message in one language which was heard or read in another language.

- **reading**
  - recognise the similarities and differences between the vocabulary, syntax and grammar of texts in both languages;
  - enrich and deepen general knowledge about language and its construction;
  - use sources of information in both languages and summarise main points or opinions for different purposes, orally or in writing;

- compare Irish and English poems, stories, novels and media products on the same subject or theme, taking into account aspects of content, style and treatment.

• **writing**

- communicate information, read or heard, from one language to the other in writing;
- summarise information received in one language and present it accurately in writing in another language;
- write a written appreciation in one language, of literature read in another language;
- translate accurately from one language to the other in writing; and compose or record in one language from a stimulus in another language.

3.4 **Pupils with dual literacy should demonstrate an increasing ability to**:

- draw on their linguistic resources in Irish and English to reinforce their skills in both languages;
- improve and extend their understanding and grasp of different topics or subjects in two languages;
- draw on the cultures of both languages to understand the life and diverse perspectives of people from different linguistic backgrounds;
- communicate with people from different linguistic backgrounds and read their literature intelligently; and

- take full advantage of communication in both languages to transfer from one language to the other in order to fulfil specific tasks that need an understanding of both languages.

3.5 **Bunscoil Naomh Proinsias teaching staff need to consider**:

- the level of pupils' competence in both languages so as to be able to match the requirements/tasks appropriately to their needs; the readability of texts used in both languages so that they correspond to the age and ability of the pupils who use them; the linguistic resources needed in Irish and English to accomplish the tasks set, and how to ensure that pupils have a strong grasp of them; and the need to offer support and guidance to pupils who are undertaking tasks that require them to use higher order linguistic techniques and registers in both languages, for example, when searching for information on their own or using sources in one language and recording the findings in the other language.

4.1 **STATUTORY REQUIREMENTS**

Statutory requirements for the teaching of dual literacy in Irish Medium Schools are laid out in the 'The Northern Ireland Curriculum: Primary, Irish Medium' (2009) in the Language and Literacy sections for each of the Key Stages *(FS pg. 23-31, KS1 & 2 pg. 67-91).*

Teachers should enable children to develop immersion language skills through:

• an emphasis on play, practical activities, stories, songs, rhymes and games;

• meaningful context-embedded activities;

• a high level of adult interaction with children; and

• an appropriate balance of modelled, shared and guided language activities.

4.1 **IRISH in the Foundation Stage (Naíscoil, Rang 1 and Rang 2)**

4.1.1 **LISTENING, TALKING AND UNDERSTANDING**

Through continuous intervention and support in encouraging the pupils' use of Irish, teachers should enable children to develop knowledge, understanding and skills in the following:

ATTENTION AND LISTENING *through: listening to a wide range of stories, poems, songs and music; following instructions; identifying environmental sounds; repeating familiar phrases/sound sequences; and recalling sequence and detail.*

PHONOLOGICAL AWARENESS *through: responding to a steady beat; identifying words in phrases and sentences; identifying syllables; identifying and generating rhymes; and identifying and manipulating phonemes.*

SOCIAL USE OF LANGUAGE *through: observing modelled behaviours; understanding non-verbal signals; talking with adults and other pupils; initiating and joining in conversations in pairs or groups; working in different groupings; and adopting or assuming a role relevant to context.*

LANGUAGE AND THINKING *through: talking about experiences, pictures and stories; talking about their work, play and things they have made; naming; recalling; sequencing; predicting; asking and answering questions; describing; explaining; sharing their thoughts, feelings and ideas with different audiences; and taking part/contributing to group oral language activities.*

AN EXTENSION OF VOCABULARY*, through: listening and responding to adults and peers; an immersion in the language of books, both fiction and non-fiction; and focused experiences to introduce or generate vocabulary.*

4.1.2 **READING**

Through modelled, shared and guided reading sessions, and in the context of their oral language skills, pupils should be enabled to:

• *read with some independence; read a range of texts, including digital texts and those composed by themselves and others; sequence stories in reasonable detail using appropriate language; use word structure to develop reading; develop auditory discrimination and memory; develop visual discrimination and memory; share a range of books with adults/other pupils; know how to handle and care for books; understand and use some language associated with books, for example clúdach, leathanach, údar, teideal; select and use books for specific purposes; develop concepts of print; and listen to a range of stories, poems and non-fiction texts read to them by adults/other pupils.*

4.1.3 **WRITING**

Through modelled, shared and guided writing sessions, and in the context of their immersion language competence, pupils should be enabled to:

• *distinguish between drawing and writing; talk about the ideas represented in their drawings; understand that writing is a means of communication and can be used for different purposes, for example writing messages for others to read; share their writing with others; see themselves and the teacher as 'writers'; observe the teacher modelling specific writing strategies; anduse ICT to present and communicate their ideas.*

4.2 **IRISH in Key Stage 1(Rang 3 and Rang 4)**

4.2.1 **LISTENING, TALKING AND UNDERSTANDING**

In the context of their immersion language competence, pupils should be enabled to:

• *consolidate early language immersion skills in Listening, Understanding and Talking; participate in Listening, Understanding and Talking in every area of learning, listen to, respond to and explore stories, poems, songs,*

drama, and media texts through the use of traditional and digital resources, and recreate parts of them in a range of expressive activities, listen to, interpret and retell, with some supporting detail, a range of oral and written texts, tell their own stories based on personal experiences and imagination, listen to and respond to guidance and instructions, take turns at Listening, Understanding and Talking in group and paired activities, take part in a range of drama activities to support activity-based learning across the curriculum, express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities, present ideas and information with some structure and sequence, think about what they say and how they say it, speak audibly and clearly, using appropriate quality of speech and voice, devise and ask questions to find information in social situations and across the curriculum; read aloud from a variety of sources, including their own work, inflecting appropriately to emphasise meaning, and recognise and talk about features of spoken language, showing phonological awareness.

4.2.2 **READING** (IRISH)

In the context of their immersion language competence, pupils should be enabled to:

• *participate in modelled, shared, paired and guided reading activities; read, and be read to, from a wide selection of poetry and prose; read with some independence for enjoyment and information; read, explore, understand and make use of a range of traditional and digital texts; retell, reread and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT; begin to locate, select and use texts for specific purposes; research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways; use a range of comprehension skills, both oral and written, to interpret and discuss texts; explore and begin to understand how texts are structured in a range of genres; explore and interpret a range of visual texts; express opinions and give reasons based on what they have read; begin to use evidence from text to support their views; read and share their own books of stories and poems, including the use of digital resources; build up a sight vocabulary; use a range of strategies to identify unfamiliar words; talk with the teacher about ways in which language is written down,*

identifying phrases, words, patterns or letters and other features of written language; and recognise and notice how words are constructed and spelt.

4.2.2 **WRITING** (IRISH)

There is a high level of dependence on teacher input in writing in Irish, which emphasises the sustained need for continued modelled writing and teacher support and intervention at individual, group and class level throughout Key Stage 1.

In the context of their immersion language competence, pupils should be enabled to:

• *participate in modelled, shared, guided and independent writing, including composing on-screen; understand and use a range of vocabulary by investigating and experimenting with language; talk about and plan what they are going to write; begin to check their work in relation to specific criteria; write without prompting, making their own decisions about form and content; write for a variety of purposes and audiences; express thoughts, feelings and opinions in imaginative and factual writing; organise, structure and present ideas and information using traditional and digital means; understand some of the differences between spoken and written language; use a variety of skills to spell words in their writing; spell correctly a range of familiar, important and regularly occurring words; develop increasing competence in the use of grammar and punctuation, and use a legible style of handwriting.*

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4.3 **IRISH in Key Stage 2(Rang 5, Rang 6 and Rang 7)**

4.3.1 **LISTENING, TALKING AND UNDERSTANDING**

In the context of their immersion language competence, pupils should be enabled to:

• *listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources; tell, retell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum; participate in group and class discussions for a variety of curricular purposes; know, understand and use the conventions of group discussion; share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify*

opinions, actions or proposals; formulate, give and respond to guidance, directions and instructions; participate in a range of drama activities across the curriculum; improvise a scene based on experience, imagination, literature, media and/or curricular topics; describe and talk about real experiences and imaginary situations and about people, places, events and artefacts; prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations; identify and ask appropriate questions to seek information, views and feelings; talk with people in a variety of formal and informal situations; use appropriate quality of speech and voice, speaking audibly and varying register according to the purpose and audience, read aloud, inflecting appropriately, to express thoughts and feelings and emphasise the meaning of what they have read; recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech; and listen and respond to different speakers of Irish.

4.3.2 **READING** (IRISH)

In the context of their immersion language competence, pupils should be enabled to:

• *participate in modelled, shared, paired and guided reading activities; read, explore, understand and make use of a wide range of traditional and digital texts; engage in sustained, independent and silent reading for enjoyment and information; extend the range of their reading and develop their own preferences; use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task; represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital; consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention; begin to be aware of how different media present information, ideas and events in different ways; justify their responses logically, by inference, deduction and/or reference to evidence within the text; reconsider their initial response to texts in the light of insight and information which emerge subsequently from their reading; read aloud to the class or teacher from prepared texts, including those composed by themselves, using inflection to assist meaning; use a range of cross-checking strategies to read unfamiliar words in texts; use a variety of reading skills for different reading purposes; read and respond to Irish*

language texts using skills which include those transferred from English language activities; and connect learning across both languages, for example respond to Irish language texts in English and respond to English language texts in Irish.

4.3.3 **WRITING** (IRISH)

With careful teacher planning in Key Stage 2, duplication can be avoided, as the various forms of writing can be taught in either Irish or English or both.

In the context of their immersion language competence, pupils should be enabled to:

• *enrich and improve their command of Irish language skills; participate in modelled, shared, guided and independent writing, including composing on-screen; discuss various features of layout in texts and apply these, as appropriate, within their own writing; experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect; write for a variety of purposes and audiences, selecting, planning and using appropriate style and form; use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally; express thoughts, feelings and opinions in imaginative and factual writing, use a variety of stylistic features to create mood and effect; begin to formulate their own personal style; create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics; be aware of variances in speech dialect and differences between spoken and written language; use a variety of skills to spell words correctly and use sound cues to spell with reasonable accuracy in Irish; connect learning across both languages; develop increasing competence in the use of grammar and punctuation to create clarity of meaning; and develop a swift and legible style of handwriting.*

4.4 **ENGLISH in the Foundation Stage (Naíscoil, Rang 1 and Rang 2)**

During their early immersion experiences at Foundation Stage children will continue to establish their competence in oral Irish, but they will also continue to have opportunities to develop their English language skills by:

- *interacting with their peers in English in social encounters;*
- *engaging and responding in English to new learning experiences; and*
- *responding in English to adults who are communicating with them in the immersion language.*

While English is not taught formally within the Foundation Stage, incidental experiences in English within the classroom, and experiences outside the school environment, provide a valuable base for the more formal and planned approach to English which is implemented in Key Stage 1.

4.5 ENGLISH in the Key Stage 1 (Rang 3 and Rang 4)

4.5.1 **LISTENING, TALKING AND UNDERSTANDING** (ENGLISH)

Children in Key Stage 1 have already developed a range of basic literacy skills through Irish. They also have considerable levels of competence in spoken English. These literacy skills transfer to the study of English in Key Stage 1.

In the context of their English language and literacy competences, and the primacy of Irish as the medium of communication in other Areas of Learning, pupils should be enabled to:

- *participate in Listening, Understanding and Talking in appropriate areas of learning, listen to, respond to and explore stories, poems, songs, drama and media texts through the use of traditional and digital resources, and recreate parts of them in a range of expressive activities, listen to, interpret and retell, with some supporting detail, a range of oral and written texts, tell their own stories based on personal experiences and imagination, listen to and respond to guidance and instructions, take turns at listening to understand and talking in group and paired activities, for*

example explain the rules of a game; take part in a range of drama activities to support activity-based learning across the curriculum; express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities; present ideas and information with some structure and sequence; think about what they say and how they say it; speak audibly and clearly, using appropriate quality of speech and voice, devise and ask questions to find information in social situations and across the curriculum; read aloud from a variety of sources, including their own work, inflecting appropriately to emphasise meaning, for example read their own stories to other classes; and recognise and talk about features of spoken language, showing phonological awareness.

4.5.2 **READING** (ENGLISH)

In the context of their English language and literacy competences, and recognising the complementary role played by their reading experiences in Irish, pupils should be enabled to:

• participate in modelled, shared, paired and guided reading activities; read, and be read to, from a wide selection of poetry and prose; read with some independence for enjoyment and information; read, explore, understand and make use of a range of traditional and digital texts; retell, reread and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT; begin to locate, select and use texts for specific purposes; research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways; use a range of comprehension skills, both oral and written, to interpret and discuss texts; explore and begin to understand how texts are structured in a range of genres; explore and interpret a range of visual texts; express opinions and give reasons based on what they have read; begin to use evidence from text to support their views; read and share their own books of stories and poems, including the use of digital resources; build up a sight vocabulary; use a range of strategies to identify unfamiliar words; talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other

features of written language; recognise and notice how words are constructed and spelt; and connect learning across both languages.

4.5.3 **WRITING** (ENGLISH)

In the context of their English language and literacy competences, and recognising the complementary role played by their writing experiences in Irish, pupils should be enabled to:

• *participate in modelled, shared, guided and independent writing, including composing on-screen; understand and use a range of vocabulary by investigating and experimenting with language; talk about and plan what they are going to write; begin to check their work in relation to specific criteria; write without prompting, making their own decisions about form and content; write for a variety of purposes and audiences; express thoughts, feelings and opinions in imaginative and factual writing; organise, structure and present ideas and information using traditional and digital means; understand some of the differences between spoken and written language; use a variety of skills to spell words in their writing; spell correctly a range of familiar, important and regularly occurring words; develop increasing competence in the use of grammar and punctuation; and use a legible style of handwriting, for example begin to join letters.*

4.6 ENGLISH in the Key Stage 2 (Rang 5, 6 and Rang 7)

4.6.1 **LISTENING, TALKING AND UNDERSTANDING** (ENGLISH)

In the context of their English language and literacy competences, and the primacy of Irish as the medium of communication in other Areas of Learning, pupils should be enabled to:

• listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources*;* tell, retell and interpret stories based on memories, personal experiences,literature, imagination and the content of the curriculum; participate in group and class discussions for a variety of curricular purposes; know, understand and use the conventions of group discussion; share, respond to and evaluate ideas,

arguments and points of view, and use evidence or reason to justify opinions, actions or proposals; formulate, give and respond to guidance, directions and instructions; participate in a range of drama activities across the curriculum; improvise a scene based on experience, imagination, literature, media and/or curricular topics; describe and talk about real experiences and imaginary situations and about people, places, events and artefacts, prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations, identify and ask appropriate questions to seek information, views and feelings; talk with people in a variety of formal and informal situations, use appropriate quality of speech and voice, speaking audibly and varying register according to the purpose and audience, read aloud, inflecting appropriately, to express thoughts and feelings and emphasise the meaning of what they have read; and recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech.

4.6.2 **READING** (ENGLISH)

In the context of their English language and literacy competences, and recognising the complementary role played by their reading experiences in Irish, pupils should be enabled to:

• *participate in modelled, shared, paired and guided reading experiences; read, explore, understand and make use of a wide range of traditional and digital texts; engage in sustained, independent and silent reading for enjoyment and information; extend the range of their reading and develop their own preferences; use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task; represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital; consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention; begin to be aware of how different media present information, ideas and events in different ways; justify their responses logically, by inference, deduction and/or reference to evidence within the text; reconsider their initial response to texts in the light of insight and information which emerge subsequently from their reading;*

read aloud to the class or teacher from prepared texts, including those composed by themselves, using inflection to assist meaning; use a range of cross-checking strategies to read unfamiliar words in texts; use a variety of reading skills for different reading purposes; and connect learning across both languages, for example respond to Irish language texts in English and English language texts in Irish.

4.6.3 **WRITING** (ENGLISH)

In the context of their English language and literacy competences, and recognising the complementary role played by their writing experiences in Irish, pupils should be enabled to:

• *participate in modelled, shared, guided and independent writing, including composing on-screen; discuss various features of layout in texts and apply these, as appropriate, within their own writing; experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect; write for a variety of purposes and audiences, selecting, planning and using appropriate style and form; use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally; express thoughts, feelings and opinions in imaginative and factual writing; use a variety of stylistic features to create mood and effect; begin to formulate their own personal style; create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics; understand the differences between spoken and written language; use a variety of skills to spell words correctly; develop increasing competence in the use of grammar and punctuation to create clarity of meaning; and develop a swift and legible style of handwriting.*

5. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the dual literacy skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Language and Literacy (Irish) may be developed through the contexts of:

English:

- *by using resources in English and reporting in Irish and vice-versa; by addressing English speaking visitors to the school and reporting in Irish; by delivering information given in Irish to English speaking parents; and other examples of translanguaging;*

Mathematics and Numeracy:

- *by using mathematical language to express ideas and explain thinking; by reading and interpreting numerical data in factual reports and newspapers; and by using ICT;*

The Arts:

- *by talking, listening, reading and writing about their own work and the work of others in Art and Design and Music; by using role-play, drama, dance and ICT to further enhance their work;*

The World Around Us:

- *by listening, understanding and talking, reading and writing about all aspects of The World Around Us and using role-play, drama and ICT;*

Personal Development andMutual Understanding:

- *by listening, understanding and talking, reading and writing and using ICT in exploring Personal Development and Mutual Understanding issues; and*

Physical Education:

- *by understanding, interpreting and using a range of movement vocabulary as a stimulus for movement and by using ICT in exploring and developing Physical Education issues*

(www.nicurrriculum.org)

6. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in dual literacy will be planned for and used as appropriate and will include the integration of iPads as per whole-school development planning 2014-17. ICT

integration into literacy teaching will be clearly referenced in half-termly and weekly plans and will be highlighted in a chosen colour. MER of ICT integration is conducted by Mrs. Daly (UICT co-ordinator).

7. ASSESSMENT AND TARGET SETTING

Work in Literacy will be assessed in line with the Assessment Policy. In addition to this staff will:

- target set for ability groups for reading and writing in Irish and English (where relevant), collating group strategies to support target implementation
- Submit plans and samples of pupil work for literacy twice-yearly (December and April) for analysis by Bunscoil co-ordinator working with another member of Bunscoil staff.

Bunscoil Naomh Proinsias pupils complete the required complement of assessments in both Irish and English *(ref: appendix 'Testing arrangements')*

8.1 INCLUSION

We aim to provide for all children so that they achieve as highly as they can in both Irish and English according to their individual abilities. We will

identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Following data analysis INSET (September yearly), ability group targets (including SEN) are drawn up and under-achieving pupils are noted. These pupils are forwarded SEN support and/or additional intervention programmes depending on the area of individual need.

8.2 DUAL LITERACY INTERVENTION PROGRAMMES

SENCO (IMU) in-class support/withdrawal

Peripatetic support services

Literacy CPD SEN programme

Peer, Paired Reading

Reading partnership

Talking Partners

Extended Schools 'Lexia' morning club

CA reading support Irish and English

Teacher reading support (English), mainstream school

9. ROLE OF DUAL LITERACY CO-ORDINATOR:

Bean de Brún holds responsibility for improving the standards of teaching and learning in dual Literacy. This is conducted via:

- Compilation of annual dual literacy action plan post staff consultation
- MER of pupil progress via book scoops, data analysis etc…

- provision of Literacy (including Intervention and Support programmes)
- auditing the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy and Irish Medium developments
- Liaising with and reporting to BOG on the implementation of action plan targets

10. PARENTAL INVOLVEMENT

Parents are involved in Literacy through:

- Curriculum information evenings for every class detailing suggested home approaches (every September)
- Termly newsletter with language and vocabulary
- Whole-school parent questionnaire
- Home-school dairies for homework
- Parent workshops e.g. Fónaic na Gaeilge
- Parents language classes weekly (extended schools)
- After-school homework club (every Tuesday) for written Irish homework
- Reading partnership programme

11. CONCLUSION:

This policy should be read in conjunction with the following school policies and should be further informed by the included appendices:

POLICIES:

Teaching and Learning Policy

Assessment Policy

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

APPENDICES

Overview document for Spelling, phonics and reading Rang 1-Rang 7

Testing arrangement document for Rang 1-Rang 7

Homework policy and guidance for parents Rang 1-7

Faofa ag an Bhord Bainistíochta ar an _____

Sínithe ag _____