Literacy Strategy

Time for Reading

Literacy In-Service

# Resources for Developing a
# School Wide Literacy Plan

## Junior Certificate School Programme

Support Service

JCSP
Literacy &
Numeracy
Strategy

# Contents

## Appendices

# 1. Why a whole school approach to literacy?

There is a large number of schools within the Junior Certificate School Programme (JCSP) with a concentration of students with poor literacy skills. Schools have identified poor literacy skills as a key reason why young people drop out of school. It explains why some young people get very little out of school despite succeeding in the examinations. There are no easy solutions to this problem but recent research in Ireland and internationally points us in certain directions. In the Summary Report on Remedial Education (1999) Shiel & Morgan recommend that 'schools in which low achievement in English and/or Mathematics is a serious problem should be made aware of school - wide restructuring programmes that have been shown to increase achievement across all pupils in these subjects'. More recently the findings of the Ready for Life ?(PISA) study (2001) by Shiel, Cosgrove, Sofroniou and Kelly 'suggest a need to implement focused school wide and individual programmes in second level schools that are designed to target students with serious reading difficulties and, where such programmes are already in place (e.g. learning support), to examine their effectiveness'. A focused approach to addressing the needs of students with very low achievement in mathematics and science, where language skills are also implicated, was recommended.

Research on what works in other countries indicates that, within post primary, a school wide approach starting in first year is very effective in improving literacy standards. The consolidation and development of basic skills in first year will prepare the child for success at second level and beyond. While students with a reading age below 8 are usually offered individualised programmes by the learning support teachers, those with a reading age between 8 - 10, to whom learning support resources cannot usually stretch, respond very well to a school - wide approach. Schools have had success by broadening the awareness of reading among all the teachers and encouraging the whole staff to analyse the reading needs of their subject. For the students this means that instead of a short withdrawal period once or twice a week when reading is attended to, they have an opportunity to work successfully at their subject all week long.

In their research report, What works in Secondary School (1999) the Basic Skills Agency outlines some of the elements of a successful school wide approach. These include:

- Targeting first year students

- Focus on students with 8.00 - 10.00 R.A.

- Paired Reading/Mentoring

- Professional development for teachers

- Focus on developing a range of reading strategies and skills

- Provide specific individualised instruction

- Follow up in SUBJECT classrooms

- Regular use of assessment

- Provide frequent opportunities to practice reading

- Regular use of IT for individualised programmes

## 2. Why a School Literacy Plan?

For the success of a school-wide literacy approach that caters for all of the learners there needs to be a whole school commitment to literacy. This means the development of shared goals and vision of the staff around literacy and the communication of those goals in a systematic way. The process of developing a literacy plan allows, and indeed requires, staff to play an active role in planning for improvement.

In order for this to come about, staff will need time to discuss issues and 'own' policies and ideas, time to develop:

1. a cohesive definition of literacy

2. a whole school literacy policy

3. a whole school acceptance and understanding of what should be the school's short term literacy aim.

Schools with a high concentration of students who are underachieving in literacy will need to get agreement among teachers that literacy development will become a priority. Establishing literacy as a priority will mean:

1. setting up/supporting the appropriate structures

2. creating a reading ethos

3. making literacy part of the curriculum.

An important part of the plan is the opportunity to look at the literacy provision currently available in the school and the kind of practices that may be common but are less than ideal. Audits of literacy practices in English schools have thrown up some interesting results

Typical findings:

- lots of copying from blackboards

- much unchallenging comprehension work

- pupils encounter a minimal range of texts

- reading is often restricted to short bursts of a few seconds

- writing usually consists of very short unfinished pieces

- pupils aren't taught how to use reference materials

- widespread use of worksheets - often ill-designed

- insufficient opportunities for oral work

- good practice that isn't shared

The development of the school literacy plan is an opportunity to address these practices. It will also serve as the reference point by which to measure progress and to keep the literacy work on track.

## 3. Literacy Committee/ Working Party

- The group would be responsible for developing and implementing a plan for a whole school approach to literacy development - encompassing professional development for teachers, short-term interventions and a school wide enrichment policy.

- A literacy co-ordinator could implement and drive the plan and liaise with the subject departments & teachers, learning support, management, and the feeder primary schools.

- Establish calendar for literacy development.

- Put in place structures to review, monitor and evaluate the literacy development plan.

- Drive the school literacy development plan focusing particularly on first year students and on developing a whole school aspect.

The  core group could meet regularly and could be comprised of the following:

- Literacy  co-ordinator

- JCSP co-ordinator

- School Completion co-ordinator

- Head of English

- JCSP Librarian if in place

- Learning support /resource teacher

- Management representative

The committee could liaise with some of the  following:

- Home School Community Liaison co-ordinator

- Class Tutor

- Parent/Home visitor

- Practical teacher - Woodwork, Metalwork, Home Economics, Art, Science

# 4. Preliminary Review of Literacy Provision

The following is a list of review questions, which could be used to establish the needs of the students in relation to literacy and how those needs are currently being met. Many of the questions - those related to reading ages etc - can be answered by the learning support/resource teachers, while others are broader and require an overview of students' achievement and school structures. Ideally, this preliminary review would be tailored to the particular school and carried out by the literacy development group.

Appendix 2 consists of a bank of questions which could be pulled into the review to explore particular areas further. Each section of the review has a summary box, indicating if further action is required, which will assist with planning. A more general review exercise for the full staff could then be used at a staff planning meeting.

**Preliminary Review of Literacy Provision**
**Questions for the Literacy Development Group to Consider**

**Reading Levels**

**Below 8**

How many 1st years have a reading age below 8?

Is there provision for individualised programmes for all of these students? Outline:

How much time per week is available to such students for
a) reading  instruction (individual / group)?
b) reading?

Are the  structures currently in place to support these students adequately?

**Between 8-10**

How many 1st years have a reading age between 8 and 10?

What supports are in place to help them improve their reading?

How much time per week is available to such students for
a) reading  instruction (individual / group)?
b) reading?

Are the  structures currently in place to support these students adequately?

## Assessment

How regularly is reading  attainment assessed throughout the school?

_____

_____

_____

What is the average increment in reading age between 1st and 3rd year?

_____

_____

_____

Are the reading levels of senior cycle students  a cause for concern?

_____

_____

_____

Are the results of reading assessments communicated to the teaching staff in any way?

Should they be?

_____

| Satisfactory | Needs Attention | Type of Action Required: |
|---|---|---|
| | | Carried out by: |

## Range of resources

### Student Reading Resources

Could the school be described as a 'print rich' environment for students?

_____

Is there a school library/ reading corner/ reading area/ book box scheme?

_____

Are age & reading level appropriate  materials available to the students?

_____

Is there free access to books for students who want it?

_____

Are there sufficient resources to support leisure reading in the school?

_____

What resources are used to support literacy ?

_____

| Satisfactory | Needs Attention | Type of Action Required: |
|---|---|---|
| | | Carried out by: |

## Literacy resources

What resources are available to use in the school?

_____

Where are the resources stored?

_____

Is there money to get more resources?

_____

Are there resources that should be available for all teachers i.e. keyword materials?

_____

Are there specific resources that should be available to particular subject teachers for literacy?

_____

What additional resources do we need to get?

_____

Do we know where to source them?

_____

| Satisfactory | Needs Attention | Type of Action Required: |
|---|---|---|
| | | Carried out by: |

## Time for Reading

Is there time for reading during the week for the students who are underachieving? i.e 20 minutes 3 times per week?

Do any students have a weekly library period?

_____

| Satisfactory | Needs Attention | Type of Action Required: |
|---|---|---|
| | | Carried out by: |

## Teacher training

Have any teachers other than the learning support/resource teachers received training in any aspect of literacy development?

_____

Have any subject teachers received training in skills they could use to support literacy?

_____

## Student Access to Examination Levels

1. Are poor reading levels a major consideration when deciding the examination levels in some subject areas for students?

_____

2. If students' reading levels improved could they be entered for different examination levels than they currently are?

_____

3. How do the standards achieved in this subject by our students compare to the national average in the Junior Certificate? What can be learned from this?

_____

4. Joining / leaving class - what is the procedure for students changing levels?

_____

| Satisfactory | Needs Attention | Type of Action Required: |
|---|---|---|
| | | Carried out by: |

# 5. JCSP Literacy Related Initiatives & Materials

## Keyword Initiative
- Keyword notebooks
- Keyword wall charts
- Keyword folder inserts
- Keyword wall magnets
- Keyword bookmarks
- Key Spelling Bookmarks.

## Reading Challenge Initiative

Reading Challenge is a short-term reading intervention, developed by a JCSP school Co-ordinator. Students are challenged to read a book a week for six weeks.  Parental involvement is an element of this intervention.  Reading Challenge motivates students to read and review books; they also track their reading and are awarded for successfully meeting the Reading Challenge.  The following support materials are provided to schools:

- 'Reading Challenge' teacher guidelines
- Students book review 'Reading Challenge' booklet
- Reading Challenge student achievement certificate
- Reading Challenge bookmarks
- Reading Challenge wall poster

## "Who Wants to Be a Word Millionaire?" Initiative

"Who Wants to be a Word Millionaire?" is a short-term reading intervention, which challenges a class group of JCSP students to engage in recreational reading, at home with the support of their parents, and to collectively read a total of one million words (or more) over a six-week period.  The following support materials are provided to schools: Teacher guidelines, "Who Wants to Be a Word Millionaire?" achievement certificates and "Who Wants to Be a Word Millionaire?" wall charts for entering and tracking the cumulative totals of words read to date.

## Readalong Initiative

Readalong initiative supports students in reading for pleasure, using walkmans/MP3 players and books on tape/CD/audio downloads.  Readalong is a short-term reading intervention where students read while listening to the book being read on tape or CD.  Students can also review the books and track their reading.  After completing a six-week Readalong programme students are awarded for their achievement. The following support materials are provided to schools:

- Teacher Guidelines for Readalong
- Information on Audio books & Suppliers
- Student book review booklet
- Reading Project Achievement Certificate
- A variety of bookmarks

## Paired Reading Initiative

Paired Reading is a short-term reading intervention.  Student reading is supported by a tutor.  Paired Reading runs 3 to 4 times a week for six weeks.  A Paired Reading initiative can work where JCSP students act as tutors to a primary school class, or senior cycle students are reading tutors for a JCSP class or parents work with students as tutors. Students are awarded for successfully taking part in this reading project.  The following support materials are provided to schools:

- Paired Reading teacher guidelines
- Paired Reading tutor training video 'Everyone Reads'
- Paired Reading student achievement certificate
- A Paired Reading Student Folder
- Paired Reading tutor achievement certificate
- A variety of bookmarks.
- A Paired Reading Poster

### Reading Programme in the English Classrooms Initiative

This initiative enables schools to use a reading laboratory e.g. SRA outside of the learning support context with JCSP students. It is envisaged that schools would run a six week programme using a reading laboratory resource, aimed at accelerating reading and providing students with a regular opportunity to read at their own level and track their progress. Schools are requested to select first year JCSP students to participate in this initiative.

### Subject Topic Boxes

Many textbooks have readability levels of 14+ making them relatively inaccessible to students who are underachieving in reading. With this initiative schools have the opportunity to purchase topic books and resources related to their individual subject areas with a wide range of reading levels. This will allow students to read about a topic that interests them and support the work of the textbook. This will be relevant to all subjects e.g. Materials Technology Wood, Materials Technology Metal, History, Geography, Home Economics, Science etc

### Spelling Challenge

This initiative is aimed at subject teachers interested in improving the spelling of key vocabulary offering the students a challenge in order to motivate the learning process. Spelling journals are available for the challenge.

### Drop Everything and Read (DEAR)

This is a great way of promoting reading across the whole school or year group. The idea is that at a set time, everyday for a week, everyone stops what they are doing and reads for fifteen minutes. It is a shared experience, gets people talking about books and reading while conveying a strong message that the school believes in reading. Students read, principals read, teachers in the staff room read, phones are taken off the hook and secretaries read, the caretaker reads and all visitors to the school are offered books to read or magazines to look through. This initiative can be used to organise boxes of books, magazines, and newspapers per class, as well as one for the staffroom and office!

### Author in Residence Initiative

This programme particularly focuses on creative writing skills development where an author works for a period of time with a group of students. The aim is to produce a piece of work that could then be exhibited as part of the Make A Book exhibition. Schools could link with Poetry Ireland Writers in Schools Residencies Scheme. This scheme is based on the idea of a short residency by a writer to a school, working closely with one teacher and with the same class or group of students. Many projects have a strong local flavour, in that the writer is local. The thinking behind these residencies is to take a more developmental approach towards the teaching of literature and to develop approaches, which enable the participants to explore the world of the imagination over a longer period of time, in the company of an experienced writer. The participation of a key teacher and the development of a working alliance between the teacher and writer is fundamental to this approach.

### Storytelling

Storytelling, this initiative allows schools invite an outside storyteller/seanachaí, introduces the art of storytelling.  Sharing and creating a common experience in storytelling aids in the development of oral language patterns and listening skills.  Students need a wide experience with spoken language, if they are to achieve success in reading.  This initiative could be part of a wider project involving students creating and telling their own stories.  The recordings of student stories could be entered for Make a Book.

### Primary Picture Books

JCSP students link with a primary school  class and choose an appropriate picture book to read to the students.  The students are prepared to visit the primary school and each student is assigned a reading partner to whom they read the book.  On completion, each student presents the book to their reading partner.

### Reading Corners

This initiative is used to create a classroom reading corner with books on a variety of topics, and a range of reading levels.  The space provides a wide range of genres, both fiction and non-fiction, including such reference books as dictionaries, thesauruses, and encyclopaedias etc.  Bean bags and walkmans could also be a feature of the classroom reading corner.

### Digital storytelling and Oral Language Development

Everyone has a story to tell.  Digital storytelling revolves around the idea of combining telling stories with any of a variety of available multimedia tools.  Digital stories are short films made by students using computers and photographs, drawings, sound etc.  The short film/video can be created by an individual or group of students.

Check out these web sites for more information on digital storytelling:
http://www.bbc.co.uk/tellinglives/
http://www.storycenter.org/principles.html
http://www.coe.uh.edu/digital-storytelling/gettingstarted.htm
http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx/
http://electronicportfolios.com/digistory/

### General Literacy Initiatives

This allows schools to come up with their own imaginative response to the literacy difficulties that they are encountering among their students.  It is hoped to encourage some projects using mobile phones and texting to be linked to literacy improvement.

### Make a Book

An annual event which brings together several strands of the JCSP: it provides an audience and motivation for student writing, it brings teachers together in cross curricular work and it celebrates students' work.  The annual exhibition features a colourful and exciting range of student 'made' books and displays.

# 6. Staff Review of Literacy - Scaling Exercise

This is an exercise that can be given to all the teachers at a staff or literacy planning meeting. It is based on the Solution Focus Framework of the 0 to 10 scale, where 10 equals the achievement of all goals and zero is the worst possible scenario. The exercise can be useful in helping staff to identify what they feel positive about and in building on what they are already doing well.

In this case 10 equals:
*Our literacy provision caters adequately for the needs of all the students*

and 0 equals:
*Our literacy provision does not adequately cater for the needs of all our students.*

The teachers are first asked to rate the school's current position on the scale in relation to literacy and to mark it on the scale. Then they are asked to think about the resources and interventions already in place that justify that position e.g. "If you put a 4, why is it a 4 rather than a 3 or a 5. What's already in place and working well that justifies a 4?" Give some examples of what might be in place and ask the teachers to suggest some things that are working well enough to warrant a 4 rather than a 3. It could be any of the following:

• well organised learning support
• a good supply of books
• staff have had training
• supportive parents
• local public library
• a good attitude towards reading among the pupils
• the Reading Challenge is popular
• Paired Reading programme is well established

Any of these could be stopping the school from slipping one point lower down the scale. There could be considerable divergence among the staff with some giving a rating of 8 and others 2 or 3 and some teachers may be reluctant to disclose their 'score'. This has to handled carefully as it could possibly be taken personally by some member of staff. The teachers are asked to list the factors that justify the rating on the left side of the page.

## Moving up the scale
Then on the right side they are asked to write one change that would move the school up to the next point, - what one change could move the school from a four to a five, only one achievable change?

They could be given examples of changes. The more specific the change the better, e.g. it might be desirable to:

• Implement a school wide approach to reading, written work and spelling

but it's not very realistic in the short term. More useful could be:

• subject teachers use a keyword approach between mid term and Christmas
• get a bigger selection of suitable books.

## Staff Review of Literacy - Scaling Exercise

**A School Wide Approach to Literacy**

**Our literacy provision caters adequately for the needs of all the students**

10

9

8

7

6

5

**To move up to 5**
Subject teachers use a keyword approach and materials

④

**Why we're at 4**
Well organised learning support

A good supply of books
Staff have had training
The Reading Challenge is popular

3

Paired Reading programme well established

2

1

0

1. If you scored e.g. 4, give reasons why it is a 4 not a 3 or a 5 - List the factors……
2. Suggest one change that could bring your score to 5

# 7. Integration of literacy development with other school activities

Literacy development, to be effective, should take cognisance of the need to integrate a personal development programme into the literacy and numeracy strategy. This could be achieved through involvement in an outdoor education programme, JCSP formative profiling and involvement in sport and fine art.

The activities would dovetail into the specific JCSP work such as JCSP Initiatives:

- The Reading Challenge
- Readalong
- Paired Reading
- Cross Age Peer Tutoring
- Drop everything and Read (DEAR)
- Word Millionaire
- Reading Programme (SRA) in the English Class
- Make a Book
- Celebrations

**Activities: First year focus for students who are seriously underachieving in literacy**
Some ideas for first year literacy development:

- 1 class per day devoted to literacy development
- Time for reading at least 3 times per week
- Twenty timetabled minutes per day where students read at their own level
- Small teaching team
- Formative profiling
- D.E.A.R. programme (drop everything and read)
- Oral language development programme
- Listening skills training programme
- Writing skills module
- Library/Information-skills
- Critical literacy skills training module
- Spelling Drive
- Marking policy
- Literacy Day/ Week
- Book boxes in the classroom
- Consistent approach to writing, layout, punctuation
- Individualised literacy programmes where appropriate (particularly reading age under 8)
- Use of appropriate IT software
- Team teaching
- Access to books readily and freely

## 8. Writing the literacy element of the School Plan

### Factors to consider

**Literate environments in the classrooms**
- Provision of literacy materials
- Range of books on offer
- Type of displays created

**Creation of a print rich environment**
- In the public areas of the school
- Reading posters
- Up to date book related displays
- Reading corner
- Library

**Teaching and learning**
- Shared set of goals in the school
- Who is responsible for teaching literacy?
- Clarity for teachers around standards expected and achieved
- Understanding of terminology - Reading age etc

**Literacy/Numeracy development plan**
- Setting targets
- Success indicator
- Resources required
- Time scale for implementation
- Key person to initiate action
- Record keeping
- Feedback to students
- Review

**Areas for development**
- Pupils with literacy difficulties
- Reading for pleasure
- Written work - creative and curriculum related
- Literacy events in the school
- Information & computer literacy skills
- Interventions
- School/Family/Community

**Staff development**
- School based
- Strategies for all teachers
- English department
- ICT department
- Ongoing
- Regularly revised
- Support from outside school

# 9. Sample action plan templates

Refer to Section 4 of SDPI guidelines, sample action plan.

**Class/Group/Students:  1 Oak & 1 Elm**

| Strategy | Activities | Objectives | When? | By whom? | Resources required | How we measure | Review date |
|---|---|---|---|---|---|---|---|
| **Keywords used in subject classes** | Teachers reminded of keyword reinforcement exercises and given handout | Students will learn keywords in agreed subjects | Immediately after mid term | JCSP coord / English teacher to distribute resources | Keyword reinforcement exercises handout for teachers | Teacher observation | After 4 weeks |
| | Subject departments agree on core vocabulary for display | Students will be able to read keywords | | Subject teachers decide on words | Keyword notebooks | Oral assessment | |
| | Distribute keyword note books to students | Students will explain keywords to classmate / teacher orally | | | Keyword wall posters | Close exercise | |
| | Keyword posters in each room | Students wil use keywords appropriately in sentences orally / in writing | | | Keyword A4 sheets | Class tests | |
| | Teachers use bookmarks in daily lessons | | | | Keyword fridge magnets | | |
| | Pairwork exercises | | | | Bookmarks | | |

# Sample action plan templates

**Class/Group/Students:  1 Elm**

| Strategy | Activities | Objectives | When? | By whom? | Resources required | How we measure | Review date |
|---|---|---|---|---|---|---|---|
| **Reading Challenge\*** | • Gather appropriate book selection<br>• Display Reading Challenge posters with countdown date<br><br>• Parents informed by letter & invited to meeting<br>• Assembly of Reading Challenge packs by students<br><br>• Introduce Reading Challenge<br><br>• Selection of first books by students<br>• Daily reading period of 20 minutes<br>• Parents sign reading journal<br>• Prizes selected<br>• Celebration & presentation of certificates & prizes | • Students will read 6 books<br><br>• Students will discuss at least one book in class<br><br>• Parents will sign students' reading journal<br><br>• Students will contribute to 'Recommended Reads' poster | Parents meeting 2nd week of term<br><br>Daily reading begins 3rd week after Christmas | JCSP coord/<br><br>English teacher/..... | Selection of age appropriate fiction & non fiction books<br><br>Reading Challenge Posters<br><br>Recommended Reads Posters<br><br>Reading Challenge pack per student<br><br>JCSP Stickers | Post-testing if used<br><br>Number of books reads<br><br>Student journals completed & signed<br><br>Teacher observation if discussion<br><br>Use of recommended Reads Posters | After 6 weeks |
| **\*Pre & Post testing optional** | | | | | | | |

# Appendix 1 - Literacy Strategies Log

## List of Possible Strategies

- Oracy Development: Pair Work and Group Work
- Key Words
- Skim
- Scan
- Close Reading
- Proofing
- Spellings
- Writing Frames
- Software / Internet
- Readalong
- Paired Reading
- Library Sessions
- Book Club
- Information Skills
- Reading for Meaning
- Reading for Pleasure

## Whole School Approach to Literacy

### Strategies Log

Class / Year Group:

Date Begun:          Date Finished:

Strategy/strategies being used:

Outline of Strategy / Strategies:

Successes:

Challenges:

Evidence of Change:

# Appendix 2 - Bank of questions for Literacy Review

**Bank of questions which could inform a School Review**

Here is a bank of questions that could form part of an audit on literacy.  It is not intended to be exhaustive; rather it could be used to generate a discussion on literacy as part of the development of a school plan.

Ideally a selection of these questions would be added to the various categories above or a section could be reviewed singly with the review box

**What is already in place?**

1.  Is there a whole school policy on literacy in your school? ❑

2.  Is there a programme for the reading development of students in the bottom/middle reading levels? ❑

3.  Is there individual/small group withdrawal provision for students with a reading age below 8? ❑

4.  Is there support for students with R.A. between 8 - 10? ❑

5.  Is literacy support concentrated on first years / spread throughout the school? ❑

6.  Is there a Paired Reading Programme in the school? If not, would it be useful? ❑

7.  Are age appropriate reading materials available to the students? ❑

8.  Is there timetabled Time for Reading in the school? ❑

9.  Is there a need for it? ❑

10. Could the school be described as a 'print rich' environment for students? ❑

11. What impression of the status of reading would new students get?

    _____

12. How is the status of reading indicated to the students?

    _____

13. Does the school organise or participate in a literary or book event ever/annually/regularly? ❑

14. Do individual students get an opportunity to discuss their progress/lack of progress with teachers? ❑

15. Would many subject teachers regard the development of literacy as part of their role? ❑

**Establishing needs**

16. Are the literacy levels of the majority of students in the school satisfactory? ❑
    If so, how do you know?

17. Is there a perceived need for a whole school approach? ❑

18. Is there agreement on the causes of underachievement in literacy in the school? ❑

19. Is there a school policy on any of these - spelling, marking, homework, presentation of work? ❑

20. Are reading levels assessed regularly? ❑

**Training**

21. Do the teachers need assistance in establishing the literacy demands in their subject area? ❑

22. Do the subject teachers feel they need training in literacy support? ❑

23. Have they received any training in this area? ❑

**Reading materials**

31. Is there a school library? ❑

32. If yes, can the students borrow books? ❑

33. If no, are there books (bookcases/book-boxes) in the classrooms? ❑

34. Do the students have access to fiction and non-fiction books at school? ❑

35. Is there a library programme which teaches students how to make best use of a library? ❑

36. Does the school have a formal link with the local public library? ❑

**Keep in mind the SDPI template. They provide materials for the review, for the action planning and for the monitoring and evaluation stage of the process.**

# Appendix 3 - Subject Teacher: Literacy development strategies checklist

Do the teachers in the school have enough information to develop or use the following strategies? Tick the strategies already in use by subject teachers.

Circle the strategies for which training is needed.

## Strategies for reading development /extension:

| | | |
|---|---|---|
| Readability of Text | ❑ Yes | ❑ No |
| Keywords | ❑ Yes | ❑ No |
| Skimming & Scanning | ❑ Yes | ❑ No |
| Writing Frames | ❑ Yes | ❑ No |
| SQ3R | ❑ Yes | ❑ No |

## Reconstruction Activities

| | | |
|---|---|---|
| Cloze | ❑ Yes | ❑ No |
| Sequencing | ❑ Yes | ❑ No |
| Matching up technical words to definitions | ❑ Yes | ❑ No |
| Labelling | ❑ Yes | ❑ No |
| Classification | ❑ Yes | ❑ No |
| Table Construction | ❑ Yes | ❑ No |
| Prediction | Yes/No | |

## Analysis Activities

| | | |
|---|---|---|
| Text Marking | ❑ Yes | ❑ No |
| Labelling/Segmenting | ❑ Yes | ❑ No |
| Pupil generated questions | ❑ Yes | ❑ No |
| Diagram Completion | ❑ Yes | ❑ No |
| Summarise information | ❑ Yes | ❑ No |

## Would literacy training  for subject teachers be useful at this stage of planning?

## Appendix 4 - Scaling Excercise

**Staff Review of Literacy - Scaling exercise**

> Our literacy provision caters adequately for the needs of all the students

**10**

9

8

7

6

5

4

3

2

1

0

> Our literacy provision does not adequately cater for the needs of all our students

1. If you scored e.g. 4, give reasons why it is a 4 not a 3 or a 5 - List the factors……
2. Suggest one change that could bring your score to 5

# Appendix 5 - Evaluating Learning Outcomes, Strategies and Interventions

## Literacy Assessment Modes

- Reading comprehension exercises

- Reading Aloud

- Class discussion

- Number of books read

- In class, written assessments

- Standard Attainment assessment

- Standard Diagnostic assessment

- Term exams

- Portfolio assessment

- Self-assessment (using a Skills Checklist) ("Confident" / "Not so Confident" / "Don't Know")

- Peer assessment

- Homework assessment

- Teacher observation

- Project completion

- Student exhibition

- Student presentation

- Explaining to Someone Else

- Performance in a Simulated Situation (rehearsing an event in real-life)

- Skills Transfer (skills learned from one situation can be tried out in another)

- Performance in Real Life Situation

- JCSP Initiatives Pre and post tests

- Student Questionnaires

- Analysis of Results in Junior Certificate Examination

- Adaptation of Bloom's Taxonomy template

## Using Standardised Attainment Tests

## Appendix 6 - JCSP Literacy Related statements

**English**

25

### Area of Experience: English

### English

At Junior Certificate level the student can:

| | | |
|---|---|---|
| 1 | **Personal Expression: Writing**<br>Use written language to express and reflect on experiences | ○ ▢ ○ |
| 2 | **Experience of Literature and Media**<br>Respond to a range of reading materials and media sources | ○ ▢ ○ |
| 3 | **Creative Writing**<br>Produce an original piece of creative writing, drawing on either an external stimulus or on personal imagination | ○ ▢ ○ |
| 4 | **Experience of Literature**<br>Respond to a range of reading materials and literacy texts | ○ ▢ ○ |
| 5 | **English: Novel/Short Story**<br>Describe, reflect and respond to a novel or short story studied | ○ ▢ ○ |
| 6 | **English: Poetry**<br>Describe, reflect and respond to poetry studied | ○ ▢ ○ |
| 7 | **English: Play/Film**<br>Describe, reflect and respond to a play or film studied | ○ ▢ ○ |
| 8 | **English: Letter Writing**<br>Write a formal and informal letter | ○ ▢ ○ |
| 9 | **English: Report Writing**<br>Write a report – a factual account of an event or situation | ○ ▢ ○ |
| 10 | **English: Creative Writing**<br>Review a novel, poem, play, film, song, or any other creative work | ○ ▢ ○ |
| 11 | **English: Advertisements**<br>Comment on the purpose, content and features of various advertisements | ○ ▢ ○ |
| 12 | **English: Print Media**<br>Comment on the purpose, content and features of various types of print media | ○ ▢ ○ |

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# Personal Expression: Writing

## English

### Statement Code no: 1

Student: | Class:

At Junior Certificate level the student can:

## Use written language to express and reflect on experiences

Date Commenced: 00/00/00 | Date Awarded: 00/00/00

### Learning Targets - This has been demonstrated by your ability to:

1. Write a brief note or paragraph about a personal experience or interest, e.g. for a diary or journal — ☐☐☐

2. Write three paragraphs about a personal experience or interest, e.g. for a letter to a friend — ☐☐☐

3. Give a written account of specified personal likes and dislikes, e.g. a list of favourite musicians — ☐☐☐

4. Write a note or paragraph expressing the experiences of seeing, hearing, touching, tasting — ☐☐☐

5. Write a note or paragraph expressing the emotions and experiences in a given situation — ☐☐☐

6. Write a note or paragraph expressing a preference or opinion about a given situation — ☐☐☐

7. Produce a piece of writing responding to a letter, story, poem, book, film, newspaper article or TV programme — ☐☐☐

8. Imagine the ending of a story, background of a character or event and write it — ☐☐☐

9. Re-read, revise and correct own writing — ☐☐☐

Refer also to: All subjects except Physical Education

Work begun ●☐☐ | Work in progress ●●☐ | Work completed ●●●

# Experience of Literature and Media

## English

**Statement Code no: 2**

Student:

Class:

At Junior Certificate level the student can:

## Respond to a range of reading materials and media sources

Date Commenced: OO,OO,OO

Date Awarded: OO,OO,OO

### Learning Targets - This has been demonstrated by your ability to:

1   Watch, listen and respond to different types of TV, video and radio programmes*        O O O

2   Explore the content of an advertisement        O O O

3   Respond personally to stories, poems, plays, newspapers and magazines independently        O O O

4   Summarise the plots of a range of written texts or media        O O O

5   Discuss the plot of a range of written texts or media        O O O

6   Give a personal opinion of material drawn from a range of written and media texts        O O O

7   Imagine a continuation of a story line, background of a character or event and summarise it        O O O

8   Choose a book from an appropriate level and read from beginning to end over a period of time        O O O

Refer also to:   Business Studies, Home Economics, Civic Social and Political Education, Science, Computer Studies, Keyboarding, Typewriting, Environmental and Social Studies, Personal and Social Development
* Parental involvement could be sought for this objective

Work begun ●OO | Work in progress ●●O | Work completed ●●●

# Creative Writing

## English

### Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

## Produce an original piece of creative writing, drawing on either an external stimulus, or on imagination

Date Commenced: OO,OO,OO    Date Awarded: OO,OO,OO

### Learning Targets - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Compose a poem | OOO |
| 2 | Write a story or a piece of prose | OOO |
| 3 | Write a dialogue | OOO |
| 4 | Compose a monologue or speech | OOO |
| 5 | Write a short sketch | OOO |
| 6 | Write a role-play or interview | OOO |
| 7 | Make a video tape, reporting on a topic of personal interest | OOO |
| 8 | Make an audio tape, reporting on a topic of personal interest | OOO |
| 9 | Re-read, revise and correct work | OOO |

**Refer also to:** Business Studies, Home Economics, Civic Social and Political Education, Science, Computer Studies, Keyboarding, Typewriting, Environmental and Social Studies, Personal and Social Development

Work begun ●OO | Work in progress ●●O | Work completed ●●●

# Experience of Literature

## English

**Statement Code no: 4**

Student:      Class:

At Junior Certificate level the student can:

# Respond to a range of reading materials and literary texts

Date Commenced: ☐☐,☐☐,☐☐   Date Awarded: ☐☐,☐☐,☐☐

## Learning Targets - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Identify the various texts, for example poem / short story / novel / play / film / biography | ☐☐☐ |
| 2 | Choose and read a poem | ☐☐☐ |
| 3 | Identify the theme of the poem; give your personal response to the poem | ☐☐☐ |
| 4 | Choose and read a short story | ☐☐☐ |
| 5 | Discuss the theme, character and plot of the short story; give your personal response to the short story | ☐☐☐ |
| 6 | Choose and read a novel. | ☐☐☐ |
| 7 | Discuss the theme, characters and plot of the novel; give your personal response to the novel | ☐☐☐ |
| 8 | Choose and read a play | ☐☐☐ |
| 9 | Discuss the theme, characters and plot of the play; give your personal response to the play. | ☐☐☐ |
| 10 | Explain how to stage a play or a scene (Props, costumes, scenery, stage directions, lighting, sound) | ☐☐☐ |
| 11 | Choose and read a biography | ☐☐☐ |
| 12 | Discuss the person's life-story; the setting and the language used | ☐☐☐ |

Refer also to: Cross-Curricular Statements dealing with Reading

Work begun ●☐☐ | Work in progress ●●☐ | Work completed ●●●

# English: Novel/Short Story

## English

**Statement Code no: 5**

Student:

Class:

At Junior Certificate level the student can:

### Describe, reflect and respond to a novel or short story studied

Date Commenced: 00/00/00    Date Awarded: 00/00/00

### Learning Targets - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Give the title of the novel and the author's name | ○○○ |
| 2 | Explain what plot and theme mean | ○○○ |
| 3 | Explain what setting and character mean | ○○○ |
| 4 | Give a summary of the main events in the novel in five short statements | ○○○ |
| 5 | Write about an important moment in the story and say why it is important | ○○○ |
| 6 | Name the main characters and their relationship to each other | ○○○ |
| 7 | Describe where the story is set | ○○○ |
| 8 | Give a description of what each character looks like | ○○○ |
| 9 | Describe what the character/s does (speech, actions, thoughts) | ○○○ |
| 10 | Explain why the character/s act in certain ways | ○○○ |
| 11 | State what can be learned about the main character from the way other characters react to him/her | ○○○ |
| 12 | Write what was liked/disliked and found interesting about a main character | ○○○ |
| 13 | Describe a character's personality and where in the novel this personality trait can be seen. | ○○○ |
| 14 | Note the way a character changes from the beginning to the end of the story | ○○○ |
| 15 | Comment on the words the author uses to describe the character | ○○○ |
| 16 | Explain the ways the author grabs the reader's attention | ○○○ |
| 17 | Write about what was liked or disliked about the ending of the novel | ○○○ |
| 18 | Use reference or quotation to back up answers | ○○○ |

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# English: Poetry

## English

**Statement Code no: 6**

Student: | Class:

At Junior Certificate level the student can:

## Describe, reflect and respond to poetry studied

Date Commenced: OO,OO,OO | Date Awarded: OO,OO,OO

### Learning Targets - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Give the title of the poem/s and the poet/s name | ○○○ |
| 2 | Explain what the poem is about, the theme | ○○○ |
| 3 | Explain what idea is presented in the first verse and how it changes and develops by the end of the poem | ○○○ |
| 4 | Choose a line from the poem and explain what you think it means | ○○○ |
| 5 | Choose an image (picture) from the poem and say why you liked/disliked it | ○○○ |
| 6 | Choose a simile or metaphor and describe how it adds to the poem | ○○○ |
| 7 | Choose an example of alliteration and say what idea the poet is trying to get across | ○○○ |
| 8 | Describe what feelings/emotions/moods are expressed in the poem and explain how they change | ○○○ |
| 9 | Write about what you liked/disliked and found interesting about the poem | ○○○ |
| 10 | Comment on the words the poet uses in the poem | ○○○ |
| 11 | Choose a poet studied and explain what you thought about their poetry | ○○○ |
| 12 | Use reference or quotation to back up answers | ○○○ |

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# English: Play/Film

## English

**Statement Code no: 7**

Student:

Class:

At Junior Certificate level the student can:

## Describe, reflect and respond to a play or film studied

Date Commenced: 00/00/00    Date Awarded: 00/00/00

### Learning Targets - This has been demonstrated by your ability to:

1   Give the title of the play and the author's name    ○○○
2   Give the title of the film and the director's name    ○○○
3   Explain what plot and theme mean    ○○○
4   Explain what setting and character mean    ○○○
5   Give a summary of the main events in the play or film    ○○○
6   Write about an important moment in the play or film and say why it is important    ○○○
7   Name the main characters and their relationship to each other    ○○○
8   Describe where the play or film is set    ○○○
9   Give a description of what each character is like    ○○○
10   State what can be learned about the main character from the way other characters react to him/her    ○○○
11   Write what was liked/disliked and found interesting about a main character   ○○○
12   Explain what you know about a character's personality and where in the play or film this personality trait can be seen.    ○○○
13   Note the way a character changes from the beginning to the end of the play or film    ○○○
14   Describe what kind of set you would design for a scene from a play or film you have studied    ○○○
15   Comment on the use of music in a film studied    ○○○
16   Write about what was liked or disliked about the ending of the play or film    ○○○
17   Use reference or quotation to back up answers    ○○○

Work begun ●○○  |  Work in progress ●●○  |  Work completed ●●●

# English: Letter Writing

## English

**Statement Code no: 8**

Student:        Class:

At Junior Certificate level the student can:

## Write a formal and informal letter

Date Commenced: OO,OO,OO    Date Awarded: OO,OO,OO

### Learning Targets - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Tell the difference between a formal and an informal letter | O O O |
| 2 | Write the address on the top right hand corner | O O O |
| 3 | Put the date underneath the address | O O O |
| 4 | Write the address of the person you are sending the letter to (formal letter), on the left hand side | O O O |
| 5 | Use the correct greeting | O O O |
| 6 | State why you are writing in the first paragraph | O O O |
| 7 | Give further reasons as to why you are writing in the second paragraph | O O O |
| 8 | Give your final points in the last paragraph | O O O |
| 9 | Match the closing farewell to the opening greeting | O O O |
| 10 | Write out an address as it would look on an envelope | O O O |
| 11 | Use capital letters for the names of people and places | O O O |
| 12 | Write a formal letter of complaint to a newspaper, shop or radio programme | O O O |
| 13 | Write a formal letter applying for a job | O O O |
| 14 | Write an informal letter to a friend who is in hospital | O O O |
| 15 | Write a response to a personal letter using 3 paragraphs | O O O |

Work begun ●OO | Work in progress ●●O | Work completed ●●●

# English: Report Writing

## English

**Statement Code no: 9**

Student:             Class:

At Junior Certificate level the student can:

# Write a report – a factual account of an event or situation

Date Commenced: 00/00/00     Date Awarded: 00/00/00

## Learning Targets - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Give the report a title and date | ○ ○ ○ |
| 2 | Open with a single sentence describing the problem or event | ○ ○ ○ |
| 3 | Say what happened | ○ ○ ○ |
| 4 | Describe where, when and how it happened | ○ ○ ○ |
| 5 | Explain who was present | ○ ○ ○ |
| 6 | Give a solution if needed | ○ ○ ○ |
| 7 | Explain only using the facts of an event or situation | ○ ○ ○ |
| 8 | Use paragraphs for each part of a report | ○ ○ ○ |
| 9 | Check fullstops and capital letters are used correctly | ○ ○ ○ |
| 10 | Give, at the end of a report, an opinion or any recommendations | ○ ○ ○ |
| 11 | Sign the report | ○ ○ ○ |

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# English: Creative Work

## English

### Statement Code no: 10

Student: | Class:

At Junior Certificate level the student can:

# Review a novel, poem, play, film, song, or any other creative work

Date Commenced: 00,00,00 | Date Awarded: 00,00,00

## Learning Targets - This has been demonstrated by your ability to:

1. Give the title of the work being reviewed ○○○
2. Name the author of the piece ○○○
3. Give the publisher's name ○○○
4. Give a short introduction ○○○
5. Give a summary of the setting, main characters and plot in the second paragraph but not the ending ○○○
6. Describe what you liked and disliked about the piece ○○○
7. Give an overall mark and recommendation ○○○
8. Use capital letters for peoples's names and places ○○○
9. Use reference or quotation to back up answers ○○○

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# English: Advertisements

## English

**Statement Code no: 11**

Student:

Class:

At Junior Certificate level the student can:

# Comment on the purpose, content and features of various advertisements

Date Commenced: 00/00/00    Date Awarded: 00/00/00

## Learning Targets - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Describe the aim of advertising | ○ ○ ○ |
| 2 | Explore the content of an advertisement | ○ ○ ○ |
| 3 | Explain the features of small advertisements | ○ ○ ○ |
| 4 | Explain the features of commercial advertisements | ○ ○ ○ |
| 5 | Explain the features of specialist or government and charity advertisements | ○ ○ ○ |
| 6 | Describe the kind of language used in an advertisement | ○ ○ ○ |
| 7 | Identify and explain the caption in an advertisement | ○ ○ ○ |
| 8 | Explain what a slogan is and give an example of one | ○ ○ ○ |
| 9 | Give examples of eye-catching advertisements | ○ ○ ○ |
| 10 | Explain how humour is used in advertising | ○ ○ ○ |
| 11 | Name a jingle | ○ ○ ○ |
| 12 | Identify logos, illustrations and images | ○ ○ ○ |
| 13 | Explain why logos are used in advertisements | ○ ○ ○ |
| 14 | Give 4 examples of logos | ○ ○ ○ |
| 15 | Explain the meaning of target audience | ○ ○ ○ |
| 16 | Give examples of how colour can be used in advertising | ○ ○ ○ |

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# English: Print Media

## English

**Statement Code no: 12**

Student:                    Class:

At Junior Certificate level the student can:

## Comment on the purpose, content and features of various types of print media

Date Commenced: OO,OO,OO    Date Awarded: OO,OO,OO

### Learning Targets - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | List 4 characteristics of tabloid newspapers | ○○○ |
| 2 | List 4 characteristics of broadsheet newspapers | ○○○ |
| 3 | Understand and identify the masthead | ○○○ |
| 4 | Identify the title | ○○○ |
| 5 | Identify the context | ○○○ |
| 6 | Understand and identify banner headlines | ○○○ |
| 7 | Describe the role of headlines in attracting attention | ○○○ |
| 8 | Understand and identify columns, sub headings and captions | ○○○ |
| 9 | Explain how and why pictures/photos are used in print media | ○○○ |
| 10 | Understand and identify the by line | ○○○ |
| 11 | Understand and identify type face | ○○○ |
| 12 | Identify 4 features of report writing | ○○○ |
| 13 | Identify logos, illustrations, images | ○○○ |
| 14 | Explain what a reporter's job involves | ○○○ |
| 15 | Explain the job of an editor | ○○○ |
| 16 | Explain what audience means | ○○○ |
| 17 | Understand the source of news, direct coverage, witness report, investigators and conferences | ○○○ |
| 18 | Understand what bias in reporting means | ○○○ |
| 19 | Recognise and explain the difference between formal and informal language | ○○○ |
| 20 | Recognise the use of persuasive language in newspaper articles | ○○○ |

Work begun ●○○  |  Work in progress ●●○  |  Work completed ●●●

**Basic Skills**

## Area of Experience: Basic Skills

# Basic Skills

At Junior Certificate level the student can:

| | | |
|---|---|---|
| 1 | **Language Skills: Basic Reading** <br> Read basic English in specified situations | ○○○ |
| 2 | **Language Skills: Basic Writing** <br> Write basic English in specified situations | ○○○ |
| 3 | **Basic Arithmetic** <br> Apply the knowledge and skills needed to carry out basic mathematical calculations | ○○○ |

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# Language Skills: Basic Writing

## Basic Skills

**Statement Code no: 2**

Student: | Class:

At Junior Certificate level the student can:

# Write basic English in specified situations

Date Commenced: OO,OO,OO | Date Awarded: OO,OO,OO

**Learning Targets** - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Write name, address and personal details | O O O |
| 2 | Correctly label specified drawings and diagrams, e.g. parts of body, rooms in a house | O O O |
| 3 | Show some ability to write using capital letters and full stops | O O O |
| 4 | Produce simple non-chronological writing as in a speech bubble, greeting card, labels etc. | O O O |
| 5 | Write a brief message in note form | O O O |
| 6 | Write greeting cards (e.g. Christmas, birthday etc.) | O O O |
| 7 | Write neatly and legibly | O O O |
| 8 | Sequence writing using a beginning, middle and end shape | O O O |
| 9 | Find specific information in a given short piece of prose | O O O |

Refer also to: All subjects

Work begun ●OO | Work in progress ●●O | Work completed ●●●

# Language Skills: Basic Writing

## Basic Skills

**Statement Code no: 2**

Student:            Class:

At Junior Certificate level the student can:

# Write basic English in specified situations

Date Commenced: OO,OO,OO     Date Awarded: OO,OO,OO

**Learning Targets** - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Write name, address and personal details | ○○○ |
| 2 | Correctly label specified drawings and diagrams, e.g. parts of body, rooms in a house | ○○○ |
| 3 | Show some ability to write using capital letters and full stops | ○○○ |
| 4 | Produce simple non-chronological writing as in a speech bubble, greeting card, labels etc. | ○○○ |
| 5 | Write a brief message in note form | ○○○ |
| 6 | Write greeting cards (e.g. Christmas, birthday etc.) | ○○○ |
| 7 | Write neatly and legibly | ○○○ |
| 8 | Sequence writing using a beginning, middle and end shape | ○○○ |
| 9 | Find specific information in a given short piece of prose | ○○○ |

Refer also to: All subjects

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

**Literacy Related Cross Curricular Statements**

## Social Competence

* Reading from Texts
* Functional Writing
* Listening
* Speaking
* Make-a-Book Statement

**Literacy Related Cross Curricular Statements**

# Social Competence: Reading from Texts

**CC**

**Statement Code no: 15**

Student: _____  Class: _____

At Junior Certificate level the student can:

## Find general and specific information from a variety of texts

Date Commenced: OO,OO,OO    Date Awarded: OO,OO,OO

### Learning Targets - This has been demonstrated by your ability to:

1   Use a contents page, an index and a dictionary                           ○○○
2   Find specific information in an alphabetical index                        ○○○
3   Find specific information in a timetable, league table,
    menu or advertisement                                                     ○○○
4   Find specific information in a piece of text, for example a textbook
    or newspaper                                                              ○○○
5   Identify sentences, paragraphs and basic punctuation marks in a
    continuous piece of text                                                  ○○○
6   Identify the topic of a short text in a section of a textbook; use texts
    from different subject areas                                              ○○○
7   Give the main point of short texts from a number of different textbooks;
    use texts from different subject areas                                    ○○○
8   Find details which support the main point of a short text; use texts
    from different subject areas                                              ○○○
9   Follow correctly step-by-step instructions for a recipe, experiment or
    exercise routine                                                          ○○○

Refer also to:  All subjects

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

## Social Competence: Functional Writing

**CC**

Statement Code no: 16

Student: _____  Class: _____

At Junior Certificate level the student can:

## Make appropriate use of written language when dealing with the normal demands of school and everyday life

Date Commenced: OO,OO,OO    Date Awarded: OO,OO,OO

### Learning Targets - This has been demonstrated by your ability to:

1  Address envelopes and postcards correctly  ○○○
2  Write a personal letter to a friend thanking him/her for a gift  ○○○
3  Use basic punctuation, for example, capital letter, full stop, question mark  ○○○
4  Keep a brief written record in note form of important things to do (homework diary, appointments diary, list of tasks)  ○○○
5  Write a cheque  ○○○
6  Fill in forms (post office account, driving licence, electoral register, bank lodgement and withdrawal slips etc.)  ○○○
7  Write a simple letter of enquiry or complaint  ○○○
8  Take a brief written message for another person, for example a telephone message  ○○○
9  Write step-by-step instructions of how to perform a familiar task (copy a cassette, make an omelette)  ○○○
10  Present personal information in correct CV format  ○○○

Refer also to:   English, Business Studies, Home Economics, Civic Social and Political Education, Science, Information Technology/Computer Studies, Environmental and Social Studies

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

17

# Social Competence: Listening

**CC**

**Statement Code no: 17**

Student:      Class:

At Junior Certificate level the student can:

## Use written or oral language to demonstrate the ability to listen and to retain information accurately

Date Commenced: OO/OO/OO    Date Awarded: OO/OO/OO

### Learning Targets - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Summarise a story told by one or more people | ○ ○ ○ |
| 2 | Follow instructions given by the teacher | ○ ○ ○ |
| 3 | Identify specific points of information from an exchange between two or more people | ○ ○ ○ |
| 4 | Identify specific information from a distant source, for example television, speaking train timetable | ○ ○ ○ |
| 5 | Record information accurately from, for example, the TV news | ○ ○ ○ |
| 6 | Repeat verbal information | ○ ○ ○ |
| 7 | Repeat verbal information in written form | ○ ○ ○ |
| 8 | Write an accurate summary of information given in an advertisement on the radio | ○ ○ ○ |
| 9 | Follow a sequence of instructions given by someone, for example to make an omelette | ○ ○ ○ |

Refer also to: All subjects. This statement can be accessed by sign language

18    Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# Social Competence: Speaking

## CC

### Statement Code no: 18

Student:                                    Class:

At Junior Certificate level the student can:

## Use the spoken word to accurately express opinions and experiences in a social context

Date Commenced: OO,OO,OO    Date Awarded: OO,OO,OO

### Learning Targets - This has been demonstrated by your ability to:

1   Leave a message on a telephone answering machine (minicom)          ○○○
2   Relay instructions and messages accurately          ○○○
3   Explain to one other person how to perform a simple task, for example, boil an egg          ○○○
4   Tell a joke, personal anecdote or story          ○○○
5   Request information over the telephone (minicom)          ○○○
6   Make requests and seek clarification          ○○○
7   Express a preference or point of view          ○○○
8   Describe a personal experience or interest          ○○○
9   Give constructive criticism          ○○○
10  Exchange opinions or views with one or more people          ○○○

Refer also to:  All subjects. This statement can be accessed through sign language

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●          19

# Make-a-Book Statement

**CC**

**Statement Code no: 50**

Student:      Class:

At Junior Certificate level the student can:

## Plan, prepare and Make-a-Book for the Make-a-Book exhibition

Date Commenced: OO/OO/OO    Date Awarded: OO/OO/OO

### Learning Targets - This has been demonstrated by your ability to:

| | | |
|---|---|---|
| 1 | Discuss and agree on the topic for the book | ○○○ |
| 2 | Describe what you will write about the topic* | ○○○ |
| 3 | Plan and list the tasks to be done on your own or as a member of a group | ○○○ |
| 4 | Decide what material and equipment you will need to make and display the book at the exhibition | ○○○ |
| 5 | Decide on what pictures, photographs, diagrams etc. you are going to use for the book | ○○○ |
| 6 | Complete the first draft | ○○○ |
| 7 | Discuss changes with teachers and/or other students | ○○○ |
| 8 | Decide and agree on the edits | ○○○ |
| 9 | Redraft | ○○○ |
| 10 | Decide on a title for the book | ○○○ |
| 11 | Discuss the design of the book cover | ○○○ |
| 12 | Design and make the cover of the book | ○○○ |
| 13 | Credit all authors | ○○○ |
| 14 | Write your bibliography, if needed | ○○○ |
| 15 | State what you would do differently next time | ○○○ |
| 16 | Reflect on the experience of taking part | ○○○ |

\* It is optional to use a Junior Certificate School Programme Make-a-Book Writing Frame

20

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# Appendix 7 - JCSP Literacy Development Materials

## Keywords

- Keyword notebooks
- Keyword wall charts
- Keyword A4 folder inserts
- Keyword A4 wall magnets
- Keyword bookmarks
- Key Spelling Bookmarks.

## Reading Challenge

- Reading Challenge teacher guidelines
- Students book review 'Reading Challenge' booklet
- Reading Challenge student achievement certificate
- Reading Challenge bookmarks
- Reading Challenge wall poster
- Reading Challenge Student Folder

## Who Wants to be a Word Millionaire?

- Teacher guidelines, "Who Wants to Be a Word Millionaire?"
- Achievement certificates
- "Who Wants to Be a Word Millionaire?" wall charts
- Word Millionaire bookmarks
- Word Millionaire Student Folder

## Readalong

- Teacher Guidelines for Readalong
- Information on Audio books & Suppliers
- Student book review booklet
- Reading Project Achievement Certificate
- A variety of bookmarks
- Readalong Student Folder

## Paired Reading

- Paired Reading teacher guidelines
- Paired Reading tutor training video 'Everyone Reads'
- Paired Reading student achievement certificate
- Paired reading tutor achievement certificate
- A variety of bookmarks
- Paired reading Student Folder

Best Reads Posters

Reading development posters - A2, A3, A4

Range of Writing Frames posters

Readability Cards

Variety of Bookmarks

Variety of Postcards

Variety of Stickers

Letter Writing Student Book

**Between the Lines, Literacy at Junior Cycle: teacher resource book**,
Aideen Cassidy and Bernadette Kiely.

**Time to Read**

## Appendix 8 - Useful links

http://www.jcspliteracy.ie

http://www.jcsp.ie

http://www.sdpi.ie/

http://www.basic-skills.co.uk

http://www.basic-skills-wales.org/bsastrategy/resources/Bridges%20for%20Lit.UK.pdf

http://www.literacytrust.org.uk

http://www.booksforkeeps.co.uk

https://www.sraonline.com/

http://www.nfer-nelson.co.uk/glossary/glossary.asp?css=1

http://puzzlemaker.school.discovery.com/WordSearchSetupForm.html

http://www.warwick.ac.uk/staff/D.J.Wray/

Check out these web sites for more information on digital storytelling:

http://www.bbc.co.uk/tellinglives/

http://www.storycenter.org/principles.html

http://www.coe.uh.edu/digital-storytelling/gettingstarted.htm

http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx/

http://electronicportfolios.com/digistory/

# Contacts

**Junior Certificate School Programme**
Support Service
Curriculum Development Unit
Captain's Road
Crumlin
Dublin 12

**Email:** jcsp@iol.ie
**Web:** www.jcsp.ie

**Office Phone:** 01 4535487

## Notes