

KEY AREA: Teaching and Learning (Years 1, 2 & 3)

Priority Development Targets	To increase parents' involvement in the development of learners' reading skills	Link to Framework for Education Strategy 1 & 2
Success Criteria [effectiveness]	Promotion of book-rich environments especially with learners and families who lack literacy materials at home Parents and caregivers are given the necessary support to be able to promote the literacy skills of their children Learners acquire a greater fluency and independence in learning	resources needed Banded text records Parents' contract Feedback poems
Person Responsible for Monitoring	SMT	

Implementation:

Action to be taken	Success Criteria for implementation	Time Line	Tools and resources needed for implementation and evaluation	Indicate if action was successful
Training sessions for Years 1, 2 & 3 teachers on paired reading strategies over a number of Curric. Time sessions (approx. 3) by Literacy team is scheduled.	Teachers have better skills at conducting paired reading	October 2015	Scheduled Curricular Time sessions	<i>In Progress</i>
To plan choice of resources during Curric Time	A plan of resources is compiled for each year group	Monthly	Banded books and other resources	<i>Not Done Yet</i>

sessions				
To create records to monitor students' reading progress	Records for books taken by each learner	End of second term	Record cards	
Parents' training sessions (approx. 6) on how to implement Paired Reading strategies at home are given by teachers with the support of the Literacy Team	Sessions for parental training are scheduled. Parental attendance is monitored and recorded. Parents are asked to commit their involvement in the programme	April 2016	Contract & schedule of meetings	Meetings already scheduled *
Evaluation of programme by parents at the end of the training sessions and by teachers	Review of programme as per feedback gathered from parents/teachers	May 2016	Questionnaires/meetings	

*Contact and st time – Parents' day: to give parents all the dates of the sessions

*Contact again on Monday 14th March to remind parents of the sessions and sign the note to confirm their attendance.

Developing Literacy Skills – increase parental involvement

First Term	Training sessions for Years 1, 2 & 3 teachers. Plan choice of resources. To create records to monitor students' reading progress		
Plan	Success Criteria	Where have we arrived?	What else needs to be done?

Training sessions for Years 1, 2 & 3 teachers on paired reading strategies over a number of Curric. Time sessions (approx. 3) by Literacy team is scheduled.	Teachers have better skills at conducting paired reading	Still to be done	Still to be done
To plan choice of resources during Curricular Time sessions	A plan of resources is compiled for each year group	Still to be done	Still to be done
To create records to monitor students' reading progress	Records for books taken by each learner	Records already created. Teachers are monitoring childrens' reading levels	Filling up of records
Second Term	Percentage increase in children who are able to put numbers in sequence. Children will be able to match numbers with equivalent amount of objects with 80% success		
<i>Strategies, methods</i>	<i>Success Criteria</i>	<i>Give specific plans</i>	<i>Success criteria</i>
Parents' training sessions (approx. 6) on how to implement Paired Reading strategies at home are given by teachers with the support	Sessions for parental training are scheduled. Parental attendance is monitored and recorded. Parents are asked to commit their involvement in the programme	Sessions 1-6 to start in April – May Email by Ms Amanda Morales for plan of sessions	We will be able to complete this during SDP held on 18 th May 2016

of the Literacy Team			
Evaluation of programme by parents at the end of the training sessions and by teachers	Review of programme as per feedback gathered from parents/teachers	We will be able to give our complete evaluation of the programme by parents during the SDP held on 18 th May 2016	We will be able to give our complete evaluation of the programme by the feedback given by parents during the sessions held and also from the written parents' feedback at the end of the final session.