

**1. Introduction****1.1 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period (Sept/2022) to (March/2023).

We evaluated the following aspect(s) of teaching and learning:

- Approaches to the Teaching and Learning of Spelling/Phonics in Our School.

**2. Findings of this evaluation**

2.1 This is effective / very effective practice in our school.

**Main strengths of the school in teaching and learning.**

- There is a structured approach to the teaching and learning of spelling at every class level across our school. Multi-sensory approaches are used at every level.
- Special Education Teachers collaborate with classroom teachers for the differentiation of spelling. Priority is placed on pupils' experience of success and individual progress. There is consistency in the approaches being used by SET teachers.
- Emphasis is placed on developing a strong foundation in the teaching and learning of phonics for reading and spelling within Junior Classes.
- Dictation is being taught consistently from Third to Sixth class. There is a consistent routine for the teaching and learning of spelling through dictation in these classes.

**2.2. We know this because:**

- Spelling is tested weekly in test copies from First to Sixth Class.
- Phonics lessons are timetabled daily in Infants to First Class. Much of this teaching occurs in small groups during station teaching. Multisensory strategies are used.
- *Heart Words* strategy used consistently in Infant classes for the teaching of tricky words.
- Special Education teachers support spelling and phonics within School Support Plans.
- All teachers spoke of collaboration between classroom and SET when asked.
- Parallel Spelling Test occurs bi-annually within classrooms.
- Pupils in Senior Classes manage their individual spelling lists within their spelling copies.
- Survey to parents and pupils.

**2.3 Our school has decided to prioritise the following areas of development.****Areas for Development**

- Timetable written spelling lessons daily in every classroom. These lessons should include some of the following; written recall of spelling on whiteboards or in copies, syllabification, chunking, spelling cues, mnemonics, identify words within words, identify letter patterns within words, morphology (prefixes/root/suffixes) & word study. Look/Say Cover/Write/ Check strategy should be taught and used explicitly.
- Increase emphasis on the assessment of spelling through analysis of writing.
- Utilise high interest word-walls in classrooms.
- Review, update and streamline dictation exercises from Second Class to Sixth Class to ensure regular repetition of high frequency words.
- Teach dictionary skills from Second class onwards.
- Introduce the use Thesaurus' for Fifth and Sixth class. Increase word study activities in Senior classes using dictionaries and thesaurus.
- Work towards developing whole school plan for 'scope and sequence' of teaching phonics/spelling.
- Consider and investigate new programmes for Phonological and Phonemic Awareness Training from Junior Infants to Second Class; Heggerty Phonemic Awareness Programme and UFLI Phonics.

**2.4** Our School has set the following **targets for improvement** which are related to pupil's achievement and has identified the following **actions** which will help in achieving those targets over the next three years.

Targets	Actions
<ul style="list-style-type: none"> <li>• Ensure continuity and repetition of spelling through dictation exercises from Second to Sixth Class</li> <li>• Ensure that every pupil practices written spelling of high frequency words daily through multi-sensory methods.</li> <li>• Increase emphasis on the assessment of spelling through analysis of spelling in writing.</li> <li>• Teach dictionary skills and early word study skills from Second class onwards.</li> <li>• Affirm 'scope and sequence' for the teaching of phonics and spelling across school.</li> </ul>	<ul style="list-style-type: none"> <li>• Update dictation lists from Third to Sixth with <i>Corewords</i> Spelling and Dictation Lists.</li> <li>• Begin to teach dictation in Second Class.</li> <li>• Use 'Look/Say/Cover/Write/Check' Strategy across the school.</li> <li>• Collaborative Professional Learning Meetings at each class level (NOV 2023) to share best and most appropriate strategies to use to support the daily teaching and assessing of spelling at their class level.</li> <li>• Display <i>Spelling Strategy</i> posters in each Senior Classroom for pupil reference.</li> <li>• Targeted written spelling lessons daily using whiteboards/spelling copies.</li> <li>• Collaborative Professional Learning Meetings at each class level (NOV 2023) to share most appropriate strategies to implement.</li> <li>• Jolly Phonics dictionaries to be used from January 2024. Pupils are introduced to concept of 'alphabetical order.' Pupils to use 'word notebooks' for word study.</li> <li>• Use of thesaurus in Fifth and Sixth classes.</li> <li>• Focus group of teachers to consider new programmes for Phonological Awareness and Phonemic Awareness. (Heggerty and UFLI.) Teachers to trial elements of these programmes in their classes.</li> <li>• Whole School Phonics Plan (Year 3)</li> </ul>
<b>Persons Responsible</b>	Sandra Hayden, Noeline Whittle, Classroom Teachers and Special Education Teachers
<b>Timeframe for Action</b>	September 2023 – May 2024
<b>Success Criteria/ Measurable Outcomes</b>	<ul style="list-style-type: none"> <li>• That every class participates.</li> <li>• That the plan and timeframe are adhered to.</li> <li>• That we measure improvements in the overall review.</li> <li>• That Parallel Spelling Test continues to be monitored over following years.</li> </ul>
<b>Review Date</b>	June 2024

