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| Objective | Actions | Timescale | Resources | Monitoring | Success criteria | |
|  | What? / Who? | End of term | End of year |
| * Reading – 80% of children to achieve an Early Learning Goal in reading by the end of the year (above national average) | * Identify children in need of chattering with children intervention for those children who have not been assessed at expected age related development stage. * Phonological awareness teaching before phonics lessons begin * Phonological awareness intervention to take place once phonics begin * Writing to be taken out of daily phonics. * Phonics to include ‘real text’ reading * Set 2 sounds to be taught to all. * Pre teach phonics lesson for specific children. * Daily readers for those who don’t read at home. * Paired reading with year sixes | Ongoing throughout the year. | * Chattering with Children program * Phonological awareness intervention. * Volunteer reader * Real text reading books. | * Half termly assessments carried out by class teacher. * Data completed half termly and reviewed for next steps * Monitoring of interventions by class teacher * Organise with year six teacher a good time for paired reading session. | 80% of children to know set 1 sounds and to have begun blending.  Daily interventions to be taking place. | Children to believe they are readers.  Children to be happy to read a book independently. |
| * Writing – 80% of children to achieve an Early Learning Goal in writing by the end of the year. (Above national average) | **See EYFS writing approach document.** | Ongoing throughout the year |  |  |  |  |
| * Managing Feelings and Behaviour – Children to have a good behaviour for learning in line with the schools behaviour policy. | * Whole class thrive activities * Modelling how to sort out problems with our friends using words * Shine a light behaviour * High expectations within the setting * Whole school golden ticket * PSHE lessons   Visual Behaviour chart used within the classroom   * Children to have come up with class rules and they are displayed in classroom. | Ongoing throughout year | * Thrive online resource * Golden Treasure box * Whole school thrive and achievement assemblies * Behaviour chart and rules display. | Half Termly data analysis by EYFS lead  Daily observation on key identified children by all EYFS staff.  Observation on classroom behaviour by SMT | Most children are following school expectations for behaviour for learning.  Key children have been identified as not age related and individual thrive assessments have taken place. | Most children are following the behaviour expectations within the school.  Identified children are being supported to achieve the behaviour expectations. |
| * Year One Readiness – Children to have bridged the gap between the EYFS and National Curriculum. | * Spring term data to be shared with year 1 teacher and next steps agreed by both. * Daily lessons to be lengthened incrementally * Summer 2nd half term. Transition mornings. * T.A’s and teacher to visit class 1 to read stories and play with children * End of year transition meeting to discuss children’s needs and next steps. | Summer term | Time with class 2 teacher. | EYFS lead to make sure data meeting between year 1 teacher takes place.  EYFS to ensure identified next steps take place  EYFS to ensure planning is showing a lengthened teaching time in the summer term. | N/A | All children will be happy to go to year 1.  Year 1 teacher will find planning the transition into year 1 work easier.  Children will not be phased when year 1 expectations appear. |