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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 leadDaily 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 placeEYFS 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. |