**EYFS Action Plan** 2023-2024

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| **Objectives** | **Action to be taken** | **Milestones** | | | **Success Criteria / Impact** | **How to be monitored** |
| **Autumn** | **Spring** | **Summer** |
| To make clearer links to previous learning from Reception to Preschool | * SP and GN to go through EYFS plans and ensure the crossover of learning is appropriate. * SP to GN to ensure clear progression when topics taught are the same, for example, All About Me and People Who Help Us. * SP to add ‘What We Already Know’ onto knowledge organisers using info from GN. * SP to complete the vocabulary spine. * GN to add preschool onto the whole school vocabulary spine. * GN to introduce Knowledge Organisers for topics in Preschool using Frome Valley Knowledge Organiser template. | * SP and GN to meet to go through plans and map out crossovers. * SP to add info from GN onto knowledge organisers. * SP/GN to begin adding onto vocabulary spine. * GN to complete knowledge organiser for ‘Who Am I?’ Topic. | * SP/GN to have completed vocabulary spine. * SP/GN to meet to review knowledge organisers. * SP to add info from GN onto knowledge organisers. | * SP/GN to meet to review knowledge organisers. * SP to add info from GN onto knowledge organisers. | Children in preschool and Reception make clear links to their previous learning.  Staff clearly state when links to previous learning are being made during teaching and learning. | * Meetings between SP/GN * Review of knowledge organisers. |
| To develop oracy in the Early Years. | * SP to complete Leading Oracy Development Course from October-April. * SP to attend preschool staff meetings in January in June to provide feedback and begin in-house training. * SP and GN to create a Oracy Development plan for Early Years. | * SP to attend Oracy development training. | * SP to provide in house training for preschool. * SP and GN to develop Oracy Development plan for EYFS. |  | All EYFS staff trained in Oracy Development.  EYFS children's oracy skills improved.  Higher baseline for Communication and Language Sept’ 24. | * Meetings between SP/GN * EYFS Staff meetings. |
| To improve attainment in Preschool phonics. | * SP to review RWI phonics in preschool. * SP to observe phonics in preschool during the spring term. * EY to observe SP teaching phonics in the autumn 2nd half. * Preschool to develop the pre-phonics skills to a higher standard throughout the year. * Preschool to include singing/counting rhymes in weekly plans. * Wellcomm to be planned in daily in Preschool and Reception. | * SP to familiarise herself to Preschool RWI handbook * EY to come into observe phonics teaching in Reception. * Preschool to include pre-phonics skills in weekly plans. * Daily Wellcomm sessions. | * SP to observe phonics teaching in Preschool. * SP and EY to meet to discuss phonics teaching in Preschool. * Daily Wellcomm sessions. | * Daily wellcomm sessions. | Preschool staff are confident to teach phonics to children from 3-4 years.  Children are recognising some initial sounds, able to orally blend and identify rhymes before beginning school. | * Meetings between SP/EY * Phonic lessons observations. * Wellcomm assessments. |
| **Links with Governors** |  | | | | | **Costs:** |