

Subject Specific Action Plan 2019-20		
Subject: EYFS	Co-ordinator(s): Victoria Lavender and Rachel Felton	
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
To raise attainment for reading and writing.	<p>Writing opportunities in every area e.g. writing sheds/ caddies/ writing belts/ personalised writing boxes.</p> <p>Staff to model writing opportunities in play. VL/ RF to work with support staff modelling how to do this with children.</p> <p>New phonics resources displayed in classroom and outdoor areas for children to refer to.</p> <p>Child initiated writing/ mark making to be displayed and celebrated.</p>	<p>Children will be using mark making and writing using a range of materials.</p> <p>Children will see themselves as 'writers' and child initiated writing will be celebrated.</p> <p>Children will use new phonics resources to support their writing e.g. phoneme mats, displays.</p>
Priority Two: Quality Provision	Action(s):	Success Criteria:
To implement and embed StoryTime Phonics.	<p>Teachers/ TA's to deliver engaging and multi- sensory phonics lessons from the StoryTime Phonics planning. These sessions need to have good pace and staff need to use correct vocabulary and pronunciation. (Rudham and Weasenham)</p> <p>VL to deliver training to staff about StoryTime Phonics e.g. what it is and how it is delivered.</p> <p>VL to deliver training to parents about StoryTime Phonics and reading.</p> <p>Lesson visits and monitoring of StoryTime Phonics will happen over the year across Rudham and Weasenham to ensure that these priorities are being achieved.</p>	<p>Staff will be confident in delivering StoryTime Phonics lessons.</p> <p>Staff will all be on board with StoryTime Phonics and will be embedding it during other learning opportunities e.g. English lessons, explorer time, topic lessons.</p> <p>Parents will engage in home learning experiences linked to StoryTime Phonics e.g. listening to their child read and engaging with their child's phonics book.</p>

<p>To implement a continuous (CP) and enhanced provision (EP) for KS1 (at Brisley).</p>	<p>Planning will ensure differentiation and challenge for all.</p> <p>Staff will be trained to extend the learning of EYFS and KS1 during CP.</p> <p>VL/ RF to visit to support and model this process.</p> <p>Lesson visits and monitoring of Tapestry will happen over the year across the federation to ensure that these priorities are being achieved.</p>	<p>Children will be able to access CP that is challenging for all in KS1.</p> <p>Staff will be confident in extending children’s learning during CP.</p>
<p>Priority 3: Resources</p>	<p>Action(s):</p>	<p>Success Criteria:</p>
<p>To continue to develop the outside area (at Rudham).</p>	<p>Ensure that Chilli Challenges/ Continues Provision is set up in both outdoor areas.</p> <p>Collect items to develop large construction area and Mud Kitchen behind the classroom on new ground.</p> <p>Plan activities for the outside which links more to the inside.</p> <p>Ensure children have access to the outside area daily and the flow from inside to out is fluid.</p>	<p>Children will be outside daily.</p> <p>The outside area will look appealing to children.</p> <p>Children will choose to move between the inside and outside areas with ease because areas will be well supported by staff and resources.</p>
<p>Priority 4: Wider- Engagement</p>	<p>Action(s):</p>	<p>Success Criteria:</p>
<p>To develop parent’s knowledge of Early Years by offering training opportunities.</p>	<p>VL/ RF to hold a phonics workshop for parents where they will be informed about Storytime Phonics and early reading.</p>	<p>Parents will be confident to support their child with phonics and early reading.</p> <p>Parents will make comments on Tapestry about their child’s learning.</p> <p>Parents will attend parent workshops.</p>
<p>To develop links between schools in the Hope Federation.</p>	<p>EYFS children from across the Federation to go on a “Welcome to School” trip.</p>	<p>Children will form relationships with peers across the Federation and develop a sense of school community.</p>

	Children to take part in “Jump into... (PE, Easter)” days at different schools.	
--	---	--

Outcomes / Review (to be completed at the end of the year)		