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| **Phase 2 2018-2019 Action Plan- EYFS and Year 1**  |

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| **School:** | **Veryan C of E Primary School** | **Focus:**  | **EYFS and Year 1** |
| **MAT Priorities:**  |
| **School Priorities: EYFS and Year 1*** **Increase overall GLD in line with national averages**
* **Prepare children in year 1 for phonics screening in order to achieve 80% pass rate**
* **Continue to implement consistent routines for the teaching of literacy and maths**
* **Continue to Implement consistent routines for the teaching and learning of early reading and writing.**
* **Incorporate the use of mental maths skills into the daily routine.**
* **In response to observations from Karen Holmes, improve process led displays for all areas of EYFS curriculum.**
* **Continue to develop the topic resources in the environment inside and outside**
* **Evolve learning experiences outside regularly to keep it fresh and interesting- KH to monitor children’s ongoing engagement in the outdoor environment.**

**Green – New targets and actions****Red- Targets and actions rolled over from the last action plan****Black- ongoing**  |
| Objectives |  | Actions | Monitoring | Resources/Timescale | Evaluation / Impact |
| 1. **Increase overall GLD in line with national averages by July 2019**
 | 1. Aim to achieve 77% reaching “at least expected” levels in reading in July 2019.
2. Aim to achieve 74% reaching “at least expected” levels in writing by July 2019
3. Aim to achieve 80% reaching “at least expected” in maths in July 2019
 | 1. Continue to Implement different styles of Guided Reading including: different forms of text; reciprocal reading; class reading; whole class comprehension etc.).
2. X2 guided reading session taking place each week
3. Daily story time x2 incorporating reciprocal reading skils.

 1. Continue Systematic phonics being taught using Read Write Inc phonics daily.
2. Finger gym activities incorporated into continuous provision daily.
3. Monitor and intervene with children’s pencil grip and provide daily handwriting activities to practice skills
4. Make children aware of personal targets in reading writing and maths and empower them to take ownership of their own progress by celebrating achievement in these areas
5. Continue to practice BLP approach in the classroom based upon the Characteristics of effective learning.
6. Continue Formal teaching of number skills and daily practice supported by continuous provision.
7. IImplement use of Abacus maths planning Week beg: November 19, 2018 and evaluate by January 19
8.

Develop displays indoors to show more process led learning and children’s voice in all areas of EYFS curriculum.1. Continue to evolve the outdoor space and incorporate more learning opportunities in writing and number.
 | 1. Run Year 1 phonics screening to see how children perform and to make them familiar with the format
2. At risk children assessed and intervention schedule updated and reviewed half termly
3. Improve Evidence keeping of guided reading/writing sessions with corresponding dates will be present in guided reading log
4. Individual Reading, writing and maths objectives and targets to be present on walls and rotated as they are achieved.
5. Termly data drop
6. Consistent use of Tapestry to gather EYFS observations and data.
 | RWI Assessments complete for the class by 10.1.19Year 1 phonics screening pack. Review intervention timetable to make it more manageable 10.1.19Resources:* Copies of reading and writing objectives.
* Formative assessments.

**Abacus math scheme subscription – began November, 2018**  | 15.1.19Reading of real and alien words is developing. The children are learning new sounds each week and are able to decode words with containing taught graphemes so far. More practice needs doing and more graphemes need to be learned before children are ready to tackle the words further into the screening check. 15.1.19New intervention timetable is being trialed at present. 15.1.19Guided reading is happening 2-3 x per week during phonics with whole class stories followed by comprehension activities happening every day. The habit of recording these sessions still needs embedding. New reading scheme has been ordered and a record will be compiled of all the books when they arrive to record each child’s journey through the scheme.15.1.19A 6.WK now using a pencil gripper which is slowly improving his handwriting. All children are attempting pre-cursive handwriting with some letters and some year 1’s are attempting to join some letter groups. A 7. 15.1.19Children are responding well to verbal feedback and targets and enjoy looking back through their learning to see how much they have achieved. They are aware of daily targets as they arise but are not yet aware of more long term targets. M 6. 15.1.19Use of Tapestry is becoming more consistent. Could do with a new Ipad that is more reliable as our current one doesn’t have a very good battery life.A 8.15.1.19Children have become more independent at referencing the learning powers as they use them and as they see them demonstrated by their peers. A 9.15.1.19Children have become more independent in using their number skills for daily activities. They enjoy seeing what muddles has gotten up to and solving incidental number problems. A 1015.1.19Abacus math planning is providing a good structure and resources for implementing daily math. Curriculum coverage is more sequential, systematic and effective.  |
| 1. **Expected standards for Spelling increases across the school**
 | 1. Pupils achieving expected standard in Spelling increases across the school.
2. Pupils achieving exceeding expectations in Spelling increases.
3. Pupils show an ability to self-edit work in books (in KS1 where teacher highlighted).
4. Pupil Assets shows a clear and progressive improvement, in Spelling, within each year group.
5. Phonics retake children are taking part in phase 5 focus intervention weekly
 | 1. Implement different approaches to spelling including: RWI spelling; Twinkl schemes of work etc.).
2. Implement and practice the use of Fred Fingers and sound buttons for sounding out and spelling
3. Implement spelling sessions in addition to learning the new rule.
4. Interventions to enable all pupils to succeed in learning new spelling rules.
5. ).Phonics info shared with parents
 |  |  | A 315.1.19Children are learning the skills of editinig through RWI phonics and are beginnning to use these skills when prompted. They enjoy using a purple pen to edit their work and understand that pink means thinking and more learning while green means they have achieved what was asked of them. We have just started to introduce blue highlihghter for Year 1 to indicate spelling errors. M 615.1.19Children and parents enjoy the spelling practice and weekly quizzes. Childrens success rate has increased and they are on average achieveing 7/10 in their spelling quizzes. This can be largely dependant on the amount of practice put in at home but on the whole this is consistent and good.  |
| * **HANDWRITING- To increase the consistency and quality of cursive handwriting across the school.**
 | 1. Children give all writing tasks equal importance and expect a high level of presentation.
2. sStaff are confident in teaching the handwriting sessions.
 | 1. Class target to improve letter formation and handwriting.
2. Differentiated expectations for handwriting- children to begin with basic RWI letter formation and to progress to pre cursive by the end of year 1- this is to be based upon the child’s level of working memory use and ability to recognize and use their sounds in early writing as well as their pencil grip development .
 | 1. 18.10.18 evidence of simple and pre cursive handwriting sessions x3 piece in handwritings per week
2. have a WOW wall. Implement presentation of the week certificates for each class.
3. Learning walk to look at flip chart paper and environment which encourages correct basic letter formation and progression on to pre cursive handwriting.
 |   | A 1 * 15.1.19

Children enjoy handwriting practice and are excited about gaining an Early Years Pen Licence. When reminded children are using the same standard of writing across the curriculum however most care is taking during explicit teaching. This may not always be evident in A 2 15.1.19Handwriting training may be beneficial to encourage and raise confidence of support staff in teaching pre cursive and cursive handwriting. M 415.1.19Wow wall needs to be developed. M 515.1.19 Need a new flip chart in classroom as old one was broken and hazardous. |