Trewirgie Infants' and Nursery School – EYFS Cohort Priorities and Actions 2026-27

Communication and Language

Nursery

Naming objects and using appropriate vocabulary
Understanding simple language and instructions
Talking in simple sentences

- *SALT referrals made as soon as children join nursery*
- *Daily picture talk and planned key vocabulary linked to Big Questions.*
- *WellComm assessments completed each term*
- *ShREC strategies used throughout the day to support communication and language development*

Reception

Priorities noticed from cohort's entry points
Understanding and following multi-step instructions
Using conversational turns
Accurate use of tenses

- Use of visuals/Widgits/social stories
- WellComm screening and interventions
- Use ShREC approach to support interactions and develop communication skills, ensure disadvantaged groups have greater number of interactions—equity.
- *ShREC strategies, environment audit and adult to child interaction trackers*
- Autumn 2 begin speech and language interventions to support those identified during autumn 1 baseline and assessments.
- Regular Thinking Time sessions, ensuring identified children are prioritised e.g. pp, SEND, EAL.

Personal Social and Emotional Development

Nursery

Talking about feelings using happy, sad, worried or angry
Communicating wants and needs effectively

- Emotionally available adults who can model describing feelings and strategies to support regulation and communication

Reception

Priorities noticed from cohort's entry points
Build constructive and respectful relationships – negotiation with peers
Expressing their feelings and consider the feelings of others
Think about the perspectives of others

- *regular games that involve sharing and cooperating with friends and other peers*
- *high expectations for children following instructions, with high levels of support when necessary*
- *specific activities that encourage talk about feelings and their opinions – can link to Jigsaw*
- *include dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges*
- *plan in Life Skill lessons—ensuring opportunities for skill to be practised independently within the provision*
- *introduce small group sessions for those who need additional input in addition to weekly PSHE JIGSAW lessons*

Physical Development

Nursery

Becoming increasingly independent when getting dressed and undressed e.g. coats and zippers
Developing body strength, balance, coordination

- Healthy Movers sessions daily
- Scribble club sessions daily developing pivot and grip

Reception

Priorities noticed from cohort's entry points
Fine motor skills
Using a range of tools competently, safely and confidently – pencil grip, cutlery skills

- *Implement Life Skills lessons—share these with parents/carers and inform them of ways they can help at home*
- *Fine motor activities and opportunities available daily – additional opportunities for those identified during baseline*
- *Plan in regular activities that provide opportunities that support children to develop their confidence and strength—alongside weekly Real PE and sports coach sessions*
- *Ensure regular Healthy Movers, Bike Club and Wild Tribe sessions are planned over the course of the year*
- *Ensure all adults are checking the children posture when they sit to write—ensure writing poster is up and visible in all spaces that writing takes place*

Literacy

Nursery

Phase 1 phonics: syllables, rhyming, alliteration, oral blending and segmenting
Mark making pre letter patterns

- Small group work and whole group short quick challenges eg syllables on a drum
- Model initial sounds alongside cued articulation and focus on common errors
- Scribble club incorporating patterns into play

Reception

Priorities noticed from cohort's entry points
Letter formation
Sound knowledge
Oral blending

- High quality RWI teaching daily
- Pinny time and intervention for identified groups
- 1:1 tutoring to take place daily for lowest 20% of readers
- Additional handwriting session to take place daily—in addition to RWI lesson—this will be progressive throughout the year and will look different in each term.
- Reading for Pleasure time to be planned into weekly plan—adults to focus on disadvantaged pupils, book talk.

Maths

Nursery

Saying number names in play
Using the number sequence
Subitising amounts to 3

- Providing collections of objects and identifying 1,2 and 3
- Regularly saying the counting sequence in a variety of playful contexts
- Continue to develop NDNA Maths Champions project

Reception

Priorities noticed from cohort's entry points
Patterns - continue, copy and create repeating patterns
Linking number symbol with cardinal value
Comparing numbers
More/less

- *Continue to embed Mastering Number teaching across Reception – including introduction of new element*
- *Additional pattern work and intervention for those who need it*
- *Additional number formation sessions weekly across Reception—half class at a time—1:1 intervention when necessary*
- *Quickly identify area of need for those not on track at the end of autumn 2. Put additional support in place in class*

Understanding the World

Nursery

Talking about what I see and making connections to my wider world
Describing the Nursery environment inside and outside and

- Opportunities for investigating a wide range of resources including the natural world
- First hand experiences that enable the introduction of new vocabulary, encouraging children to use it in their findings

Reception

Priorities noticed from cohort's entry points
Understanding of special places to members of their community
Recognising that people have different beliefs and celebrate special times in different ways
Recognise some similarities and differences between life in this country and life in other countries.

- *Regular opportunities for talk about our town/visit our local area—planned into units.*
- *Continue to build upon the work from last year, ensuring children are exposed to a wide range of stories/texts/resources that explore different cultures, practises, beliefs and religions.*
- *Visitors and local visits organised*

Expressive Arts and Design

Nursery

Joining in and remembering songs and poems
Talking about and describing own creative work

- Revisiting focus songs, rhymes and poems throughout the year and sharing with parents
- Spend sustained shared time alongside children
- Developing opportunities for children to collaborate and share songs and dance

Reception

Priorities noticed from cohort's entry points
Being able to create collaboratively, sharing ideas, resources and skills
Listen attentively, being able to talk about music, expressing their feelings and responses.
Being able to sing in a group increasingly matching the pitch and following the melody.

- Daily music lessons planned in - shorted regular sessions have been more beneficial than longer weekly sessions – ensure regular time for expressing feelings about the music.
- *Continue to develop outdoor stage area—source resources such as fabric and props – adults support collaboration and resource sharing*
- *Enable children to re-visit their Drawing Club folders to express ideas and look at progress over time.*