

EYFS Action Plan 2026-2027

EYFS Objectives from the School Development plan

Objectives	• Ensure outdoor provision enhances learning in all areas and reflects the quality of indoor provision. • To develop Early Fluency skills.
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Success Criteria	• Ensure the outdoor areas of EYFS provide a stimulating and safe learning environment for the children. • To ensure the EYFS environment is language rich and the children readily communicate and are developing their understanding of vocabulary and it's use.
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Success criteria overview	Measure	Timeframe
By December 2026, the Nursery and Reception outdoor areas will have been fully audited through a team environment walk, and each area will have a written improvement plan and completed enhancement sheets showing how outdoor provision reflects indoor quality and supports all areas of learning.	Monitoring records, photographic evidence, updated plans, and at least one leadership learning walk per half term showing improved organisation, resource use, and purposeful independent learning outdoors.	December 2026
By April 2027, all relevant EYFS staff will have completed WellComm training and will be consistently using Wellcomm and NELI (Preschool for Nursery) identified screening, intervention, and assessment processes.	Training attendance records, intervention timetables, pre- and post-assessment data, and review notes showing that children targeted for support have made measurable progress in communication and language, with planned next steps recorded for each child.	April 2027
By July 2027, outdoor provision and early fluency practice will be embedded across EYFS so that children regularly use a language-rich environment with planned enhancements, oracy opportunities, and targeted interventions that improve spoken language and vocabulary.	Learning walks, enhancement sheets, lesson and provision observations, assessment data, and progress reviews showing that the majority of children, including those receiving additional support, demonstrate improved confidence in speaking, broader vocabulary use, and stronger readiness for GLD.	July 2027

Implementation Plan

Phase 1: Initial Actions

Action	Responsibility	Timeline	Monitoring and Evidence	Expected Outcome
Carry out a full team environment walk for Nursery and Reception indoor and outdoor areas. Audit current provision against the indoor curriculum offer, identifying strengths, gaps, safety issues, and opportunities for richer learning across all seven EYFS areas.	EYFS Leader; Nursery and Reception Teachers; Teaching Assistants	Week 2	Audit notes, photographs, risk assessment checks	Clear baseline understanding of current provision
Create a written outdoor improvement plan for each area with clear priorities, resource requirements, layout changes, curriculum links, and intended learning outcomes for children.	EYFS Leader; Nursery and Reception Teachers	Week 3	Completed improvement plans, staff feedback	Precise action planning with clear curriculum intent
Utilise enhancement sheets for outdoor provision so that each enhancement is linked to current indoor learning, children's interests, key vocabulary, and planned opportunities for adult interaction.	Class Teachers and Teaching Assistant EYFS Leader	Week 4	Completed enhancement sheets, influencing planning	Outdoor provision reflects and extends indoor learning
Complete a safety and suitability check of outdoor spaces and resources including storage, access, equipment condition, supervision points, and risk assessments.	Assistant head and Headteacher Site supervisor External agency	Week 1 to Week 4	Risk assessments, maintenance log	Outdoor areas are safe, accessible, and fit for purpose
Identify staff training needs and baseline data for WellComm and NELI, NELI	EYFS Leader; Class Teachers and	Week 3 to Week 4	Training needs audit, screening	Targeted language support is

Preschool including which children require screening, which staff will deliver interventions.	teaching assistants		lists, baseline assessment records	planned from the outset
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Phase 2: Development

Action	Responsibility	Timeline	Monitoring and Evidence	Expected Outcome
Reorganise outdoor areas to create purposeful learning zones that support communication and language, literacy, mathematics, physical development, understanding the world, and expressive arts and design.	EYFS Leader; Class Teachers; Teaching Assistants	Weeks 5 to 6	Updated layouts, learning walk notes	Outdoor areas become more purposeful and curriculum rich Staff will be able to discuss the areas of the EYFS curriculum each area / zone supports.
Introduce planned continuous provision outdoors so that children can revisit learning independently, with resources that promote sustained play, problem solving, and talk.	Class Teachers; Teaching Assistants	Weeks 5 to 6	Note within the planning, Observations on evidence of Children's engagement	Children access richer independent learning outdoors
Deliver WellComm and NELI training for relevant staff including screening, delivery routines, assessment expectations, and the use of next steps.	EYFS Lead and class teachers	Week 6	Staff confidence check	Staff understand screening, intervention, and assessment processes
Screening and intervention planning for identified children, with small-group or individual support	SENCO; Class Teachers; Teaching Assistants	Weeks 6 to 7	Screening records, intervention plans, group timetables	Children requiring support are identified and

arranged where needed.				targeted effectively
Strengthen oral language opportunities across the outdoor routine through, modelled vocabulary, story retell, role play prompts, questioning, and sustained shared thinking.	All EYFS Staff	Weeks 6 to 8	Observation notes, learning walks, <i>Staff prompts from class teachers</i>	Adult interaction outdoors becomes more language rich

Phase 3: Embedding Practice

Action	Responsibility	Timeline	Monitoring and Evidence	Expected Outcome
Embed enhancement sheets into weekly planning cycles so outdoor provision is explicitly linked to classroom learning, children's interests, and curriculum progression.	EYFS Leader; Class Teachers	Weeks 9 to 10	Planning scrutiny, enhancement sheet review	Outdoor learning is consistently aligned with indoor provision
Ensure all staff consistently use oracy-rich approaches including modelled sentences, repeated vocabulary, open-ended questions, and narrative play.	All EYFS Staff	Weeks 9 to 12	Learning walks, observation	Children hear and use richer language outdoors
Develop early fluency practice through Drawing Club and Scribble Club (2YO) Helicopter stories where appropriate, to support imagination, vocabulary, mark making, and early writing.	Class Teachers; Teaching Assistants	Weeks 10 to 12	Planning records, work samples, observation evidence	Children have stronger opportunities for early literacy development

Review and adjust WellComm and NELI interventions using assessment information, observation, and professional judgement.	SENCO; Class Teachers; Teaching Assistants	Week 10 onwards	Assessment data, review notes, intervention logs	Interventions remain responsive and effective
Strengthen independence and challenge outdoors by adding resources that encourage problem solving, creativity, cooperation, and longer periods of sustained play.	EYFS Leader; Class Teachers; Site Manager	Weeks 9 to 12	Provision audits, photographs, child engagement records	Children show greater independence and sustained engagement outdoors

Phase 4: Evaluation and Review

Action	Responsibility	Timeline	Monitoring and Evidence	Expected Outcome
Review outcomes, and intervention records to evaluate whether WellComm and NELI processes are being used consistently and effectively.	Class teacher EYFS Leader	Week 13 onwards	Training records, intervention data, review sheets	Language support processes are embedded and consistent
Analyse child progress data (all) and assessment notes to determine impact on spoken language, vocabulary, confidence, and readiness for GLD (Rec)	Class Teachers; Teaching assistants EYFS Leader	Week 13 onwards	Assessment tracker, progress reviews, work samples	Children make measurable progress in communication and language
Use learning walks and observation evidence to evaluate the quality of outdoor provision, adult interaction, and	Senior Leader; EYFS Leader	Half termly	Learning walk notes, observation records, action tracker	Provision remains high quality and purposeful

children's independent learning.				
Gather feedback from staff and parents on children's engagement, confidence, and communication at home and in school.	EYFS Leader; Class Teachers	Termly	Staff reflection notes, parent feedback, informal discussions	Stakeholder voice informs the next improvement cycle