

# St Edmund Campion Foundation Stage Curriculum Goals



EYFS Curriculum goals		Step 1 Baseline	Step 2 Autumn	Step 3 Spring	Final step Summer	Links to ELG
Read	To talk confidently about what they have read.	<p>I can understand that print has meaning.</p> <p>I can understand that print can have different purposes e.g. books, labels, signs etc.</p> <p>I can talk about stories I have read and some new words I have learnt from them.</p>	<p>I can turn the pages of a book correctly and understand that print goes from left to right.</p> <p>I can talk about some of the different parts of the book. E.g. cover, author, page number, blurb.</p> <p>I can begin to talk about the characters in a book and what has happened in the book.</p> <p>I can recognise some new vocabulary I have learnt.</p>	<p>I can talk about the main characters, settings and events in a story.</p> <p>I can talk about what I think will happen next in a story.</p> <p>I can use some new vocabulary I have learnt in a different context.</p> <p>I can talk about favourite books.</p> <p>I can re-read books to help build up my confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>I can confidently retell stories I have read.</p> <p>I can talk about what I think will happen in a story and give reasons for it.</p> <p>I can use new vocabulary appropriately and talk about what it means.</p> <p>I can confidently use familiar storytelling language. E.g. Once upon a time, happily ever after, time connectives</p>	<p><b>L:C</b> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
	To be able to read a Phase 3 phonics reading book.	<p>I can recognise my own name</p> <p>I can join in with rhymes and stories.</p> <p>I can recognise a group of words which begin with the same initial sounds.</p> <p>I can recognise some words that rhyme from a given selection ( 3 words)</p>	<p>I can join in with the rhythm of well-known rhymes and songs.</p> <p>I can identify some sounds in words – beginning with initial sounds.</p> <p>I can link sounds to letters in the alphabet. (phase 2 phonics sounds)</p> <p>I can recognise phase 2 tricky words. (the, to, no, go and I)</p> <p>I can orally blend simple words. (phase 2 phonics assessment)</p>	<p>I can identify rhymes and find my own rhymes.</p> <p>I can read all phase 2 sounds and single grapheme phase 3 sounds.</p> <p>I can read some phase 3 digraphs.</p> <p>I can read simple words with graphemes I know.</p> <p>I can read a simple phrase or sentence made up of words with graphemes I know in them and some bee words.</p>	<p>I can recognise 10 phase 3 digraphs (usually ch,sh,th,ng,ai, ee, oo, ow,oi, er but not excluding others)</p> <p>I can read an end of phase 3/ beginning of phase 4 phonics book. (yellow)</p> <p>I can recognise all phase 3 tricky words.</p> <p>I can read some phase 4 consonant blends.</p> <p>I can recognise some phase 4 tricky words.</p>	<p><b>L: WR</b> -Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

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			<p>I can orally segment simple words. (phase 2 phonics assessment)</p> <p>I am beginning to read and blend words which contain single graphemes independently.</p>	<p>I can read some of my bee words.</p> <p>I can read and blend words with single letter graphemes and some digraphs independently.</p> <p>I can recognise some phase 3 tricky words.</p> <p>Children can reread these books to build up their confidence in word reading and fluency.</p>		
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