

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
Write	Children will become confident writers who can write a simple sentence and tell an adult what it says.	<p>I can recognise my name and make marks / write letters to represent it.</p> <p>I can use tools for mark making with control.</p> <p>I can grip a pencil using 5 fingers or preferably two fingers and thumb for control.</p> <p>I can tell an adult what I have drawn/ painted / written</p> <p>I can create some representations of people, events or objects.</p> <p>I can hear the initial sounds in words (Phase 2 phonics)</p>	<p>I can hear and identify the initial sounds in words (phase 2 phonics)</p> <p>I can use some of my print and letter knowledge in my writing. For example write 'm' for mummy or a pretend shopping list that starts at the top of the page.</p> <p>I can copy shapes, letters and pictures.</p> <p>I can show good control when drawing patterns. (handwriting)</p> <p>I can hold my pencil in a tripod grip.</p> <p>I can write my name with a capital letter at the beginning and lower case for the rest of it with most of it formed correctly.</p> <p>I can talk about BBC (back bottom chair) and TNT (tummy near table) and recognise these will help me to write.</p> <p>I can use some identifiable letters to communicate meaning and am beginning to write simple captions and labels showing some phonological awareness especially of initial sounds.</p>	<p>Begins to develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p>I can begin to form some letters correctly.</p> <p>I am able to orally rehearse my sentence.</p> <p>I can segment sounds in simple words and then write the sound with letter/s.</p> <p>I can begin to write a simple sentence using phonetically regular and bee words.</p> <p>I am beginning to write some longer words using my phonic knowledge.</p> <p>I can read back my writing</p> <p>I can begin to use full stops in my writing.</p> <p>I can write phase 2 tricky words correctly.</p> <p>I am beginning to use some phase 3 digraphs in my writing.</p>	<p>I can form most letters correctly</p> <p>I can re-read what I have written and check it makes sense.</p> <p>I can write a simple caption or phrase.</p> <p>I can rehearse my sentence orally and remember what word I need to write next whilst writing it.</p> <p>I can write a simple sentence with a capital letter and a full stop most of the time.</p> <p>Writes phase 3 tricky words correctly</p> <p>Begins to write phase4 tricky words correctly.</p> <p>Uses phase 3 digraphs in their writing.</p> <p>Recognises phase 3 digraphs on the sound mat.</p>	<p>L:W -Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.</p>

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			<p>I can link letters to sounds (phase 2 phonics assessment)</p> <p>I can orally blend and segment simple words. (phase 2 phonics assessment.)</p> <p>I can recognise initial and final sounds in words and some medial sounds.</p> <p>I can count how many words are in a sentence.</p> <p>I can orally say a sentence.</p> <p>I can begin to talk about a picture using complete sentences.</p> <p>I am confident finding most phase 2 sounds on the sound mat,</p>	<p>I am able to find most phase 3 sounds on the sound mat.</p> <p>I can put finger spaces between my words.</p>	
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