

EYFS Curriculum Goals	First check point End F1	Second Check point December	Third checkpoint March	Final Checkpoint June	Linked ELGs
To talk about a favourite story	<p>children understand the key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes <p>Children engage in extended conversations about stories, learning new vocabulary</p>	<p>Children understand the key concepts about print:</p> <ul style="list-style-type: none"> - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<p>Children can talk about a story and are able to identify</p> <ul style="list-style-type: none"> -main characters -settings -main events <p>Children begin to use the vocabulary and story language from previous texts</p>	<p>Children can re-read what they have written to check that it makes sense.</p> <p>Children confidently use story telling language such as</p> <ul style="list-style-type: none"> -Once upon a time -One day - Suddenly -Then/ Next -Finally -They all lived happily ever after 	<p>L:C</p> <ul style="list-style-type: none"> -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
To read a 'yellow level' book.	<p>Children develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<p>Children can read individual letters by saying the sounds for them. (Phase 2)</p> <p>Children can blend sounds into words, so that they can read short words made up of known letter– sound correspondences. (Phase 2)</p> <p>Children can read a few common exception words matched to the school's phonic programme. (Phase 2)</p> <p>Children will be able to read a pink level book</p>	<p>Children can read some letter groups that each represent one sound and say sounds for them. (Phase 3)</p> <p>Children can read a few common exception words matched to the school's phonic programme. (Phase 3)</p> <p>Children can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Children are able to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children will be able to read a red level book</p>	<p>Children can read some letter groups from Phase 4 – consonant blends)</p> <p>Children can read a few common exception words matched to the school's phonic programme. (Phase 4)</p> <p>Children will be able to read a yellow level book</p>	<p>L: WR</p> <ul style="list-style-type: none"> -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.