

EYFS Curriculum Goals	First check point End F1	Second Check point December	Third checkpoint March	Final Checkpoint June	Linked ELGs
<p>To write a simple sentence and tell an adult what it says.</p>	<p>Recognise their name and make marks to represent it.</p> <p>Writes some letters in their name.</p> <p>Gives meaning to the marks they make when drawing, painting or writing.</p> <p>Hears and identifies initial sounds in words.</p> <p>Hears and identifies final sounds in words.</p> <p>Orally blends and segments the sounds heard in words.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing & writing)</p> <p>Writes most or all of their name with a Capital letter at the beginning (not all formed correctly)</p> <p>Identifies separate words in spoken sentences.</p> <p>Hears and identifies medial sounds in words.</p> <p>Links letters to sounds.</p> <p>Correctly identifies and writes initial sounds heard in words.</p>	<p>Begin to develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p>Talks about the different marks they make.</p> <p>Begins to form recog, letters.</p> <p>Forms some letters correctly</p> <p>Writes own name. (some letter may not be formed correctly)</p> <p>Correctly identifies and writes final sounds heard in words.</p> <p>Correctly identifies and writes medial sounds heard in words.</p> <p>Writes the sounds in CVC words in the correct order</p> <p>Spells words by identifying the sounds and then writing the sound with letter/s</p> <p>Beginning to write some longer words using phonic knowledge.</p> <p>Writes some tricky words correctly. (phase 2)</p> <p>Writes a label for a drawing/diagram</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Forming lower-case and capital letters correctly.</p> <p>Writes a label or caption.</p> <p>Attempts to writes simple sentences.</p> <p>Beginning to put finger spaces between some words.</p> <p>Sometimes uses a capital letters for a sentence.</p> <p>Sometimes uses full stops (not always in the correct place)</p>	<p>L:W</p> <p>-Write recognisable letters, most of which are correctly formed.</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>-Write simple phrases and sentences that can be read by others.</p>