Bridekirk Dovenby CE Primary School EYFS Curriculum Goals

Linked to our **whole school** Curriculum Drivers: Community Values Active Adventure Initiative & Independence Possibilities Worldwide

EYFS Curriculum Goals		First milestone	Second milestone	Third milestone	Final milestone	Linked ELG's
Write	To write a simple sentence and read it to an adult. Read Write Inc. Phonics	Children can recognise their name and make marks to represent it. Children will begin to develop core muscle strength to achieve a good posture when sitting at the table or on the carpet. Children can write some letters in their name. Children will give meaning to the marks they make when drawing, painting or writing. Children can hear and identify initial sounds in words. Children can hear and identify final sounds in words. Children blend and segment orally the sounds heard in words. I can make meaningful marks with a confident pincer grip.	Children will use some of their print and letter knowledge in their early writing during child-initiated play. Children will develop fine motor control skills to begin to use a range of tools with competence, safety and a growing confidence. Children will be able to write most of their name attempting to put a capital letter at the beginning. Children will be able to discriminate between separate words in spoken sentences. Children can hear and identify medial sounds in CVC words. Children will begin to link graphemes to phonemes (GPC). Children can hear and write *initial* sounds in words when attempting an adult led activity or in a child initiated activity. Children will use a comfortable grip with good control when using writing equipment following the Read Write Inc scheme. Children will show a preference for left or right hand dominance when writing or painting. I can write a caption to match a picture from a story.	Children will begin to develop the foundations of a handwriting style, forming some letters correctly. Children will talk about the marks they make. Children can write their own name and attempt to form letters correctly. Children can hear and write *final* sounds in words when attempting an adult led activity or in a child initiated activity. Children can hear and *medial* initial sounds in words when attempting an adult led activity or in a child initiated activity. Children will spell unfamiliar words by hearing the sounds and writing the correct letter (GPC). Children will begin to use their phonic knowledge to write some longer words with some adult support. Children will write some Red RWInc words correctly. Children will write a label/caption for a model, drawing or photograph with some adult support. Children will begin to remember finger spaces between words. Children will develop their fine motor skills when using a range of tools competently such as; pencils, crayons, I can write a sentence remembering punctuation and read it to an adult.	Children will re-read what they have written to check that it makes sense. Children will attempt to form all lower case and upper case letters correctly. Children will write a label/caption for a model, drawing or photograph independently. Children will attempt to write some simple sentences with some adult support. Children will remember to use finger spaces between their words to ensure their writing makes sense. Children will mostly remember to use a capital letter at the beginning of each sentence. Children will attempt to use full stops correctly. Children will remember to use their prompts when writing independently to aid their accuracy.	**Literacy:** Writing -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. **Physical Development:** Fine Motor Skills -Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. -Begin to show accuracy and care when drawing.

I can write a thank you letter to my Year 6 Buddy.