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| Area of Learning | Early Learning Goal  |
| Communication and Language | **Listening, Attention and Understanding ELG 1**Children at the expected level of development will:- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;- Make comments about what they have heard and ask questions to clarify their understanding;- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| **Speaking ELG 2**Children at the expected level of development will:- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| Personal, Social and Emotional Development | **Self-Regulation ELG 3**Children at the expected level of development will:- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. |
| **Managing Self ELG 4**Children at the expected level of development will:- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;- Explain the reasons for rules, know right from wrong and try to behave accordingly;- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| **Building Relationships ELG 5**Children at the expected level of development will:- Work and play cooperatively and take turns with others;- Form positive attachments to adults and friendships with peers;- Show sensitivity to their own and to others’ needs. |
| Physical Development | **Gross Motor Skills ELG 6**Children at the expected level of development will:- Negotiate space and obstacles safely, with consideration for themselves and others;- Demonstrate strength, balance and coordination when playing;- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| **Fine Motor Skills ELG 7**Children at the expected level of development will:- 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, paint brushes and cutlery;- Begin to show accuracy and care when drawing. |
| Literacy | **Comprehension ELG 8**Children at the expected level of development will:- 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. |
| **Word Reading ELG 9**Children at the expected level of development will:- 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. |
| **Writing ELG 10**Children at the expected level of development will:- 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. |
| Mathematics | **Number ELG 11**Children at the expected level of development will:- Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5;- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. |
| **Numerical Patterns ELG 12**Children at the expected level of development will:- Verbally count beyond 20, recognising the pattern of the counting system;- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| Understanding the World | **Past and Present ELG 13**Children at the expected level of development will:- Talk about the lives of the people around them and their roles in society;- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;- Understand the past through settings, characters and events encountered in books read in class and storytelling; |
| **People Culture and Communities ELG 14**Children at the expected level of development will:- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |
| **The Natural World ELG 15**Children at the expected level of development will:- Explore the natural world around them, making observations and drawing pictures of animals and plants;- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Expressive Arts and Design | **Creating with Materials ELG 16**Children at the expected level of development will:- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;- Share their creations, explaining the process they have used;- Make use of props and materials when role playing characters in narratives and stories. |
| **Being Imaginative and Expressive ELG 17**Children at the expected level of development will:- Invent, adapt and recount narratives and stories with peers and their teacher;- Sing a range of well-known nursery rhymes and songs;- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. |

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| **Statements to support level setting** Each child’s pattern of attainment will reflect their learning and development outcomes so an unexpected pattern of attainment doesn’t necessarily mean that their EYFS profile outcome is inaccurate. These prompts may provide a starting point for a conversation with the practitioner who made the judgement, if a pattern doesn’t match what was anticipated. |
| **Statement 1**A child’s outcomes consistently meet the ELGs but the characteristics of effective learning describe a child who lacks interest and excitement to learn. This scenario is possible; however expected attainment is often associated with interest in learning. It is essential that the commentary within the characteristics of effective learning is linked to the attainment of the ELGs. |
| **Statement 2**A child’s ability to be able to communicate effectively threads through many of the ELGs. A child whose outcome for 'ELG 1: Listening, attention and understanding' is at the ‘emerging’ level may also show 'emerging' attainment for those ELGs with a significant communication element.These include: * ELG 2: Speaking
* ELG 3: Self-regulation
* ELG 4: Managing Self
* ELG 5: Building Relationships
* ELG 8: Comprehension
* ELG 13: Past and Present
* ELG 14: People, Culture and Communities
* ELG 15: The Natural World
* ELG 17: Being Imaginative and Expressive
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| **Statement 3**A child’s ability to communicate effectively threads through many of the ELGs. A child whose outcome for 'ELG 2: Speaking' is at the ‘emerging’ level may also show 'emerging' attainment for those ELGs with a significant communication element.These include:* ELG 1: Listening, Attention and Understanding
* ELG 3: Self-regulation
* ELG 4: Managing Self
* ELG 5: Building Relationships
* ELG 8: Comprehension
* ELG 13: Past and Present
* ELG 14: People, Culture and Communities
* ELG 15: The Natural World
* ELG 17: Being Imaginative and Expressive
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| **Statement 4**A child who is still 'emerging' in 'ELG 8: Comprehension' and 'ELG 9: Word Reading' may also be 'emerging' in 'ELG 10: Writing' as they will need the skills to be able to use and apply their knowledge verbally before recording it.  |
| **Statement 5**A child meets the level of development expected at the end of the EYFS for ‘ELG 10: Writing’ but not 'ELG 7: Fine Motor Skills'. A child whose physical development in relation to fine motor movements is at the ‘emerging’ level may not be a confident and independent writer as expressed by the ‘Writing’ ELG. |
| **Statement 6**Elements of 'ELG 16: Creating with materials' depends on a child’s physical ability to explore and manipulate media with confidence, including construction materials. A child with ‘emerging’ 'ELG 7: Fine Motor Skills' may not attain the level of development expected at the end of the EYFS in relation to the 'Creating with Materials' ELG.  |