

# The Early Years Foundation Stage

## Guidance notes for parents and carers to be read in conjunction with your child's end of Reception year report

This report shows your child's progress towards the 17 Early Learning Goals (ELGs), by which every child leaving the Early Years Foundation Stage (EYFS) is assessed. Most children are **expected** to achieve the early learning goals, which appear in the middle column throughout the chart. Some children may still be at the '**emerging**' level of development on a particular goal; others may be **exceeding** the goal and already working at National Curriculum levels. A child may not have achieved every single aspect of an early learning goal but judgements are made on a 'best fit' basis.

Assessments have been made on evidence gathered throughout the year.

*'Emerging' means that your child is working towards the 'expected' level of the ELG.*

	Expected	Exceeding
<b>Communication and Language</b>		
<b>ELG 1 Listening and Attention</b>	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They can give their attention to what is being said of them and respond appropriately, while remaining involved in an activity.	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.
<b>ELG 2 Understanding</b>	Children can follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories and events.	After listening to stories, children can express views about the events or characters and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.
<b>ELG 3 Speaking</b>	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
<b>Physical Development</b>		
<b>ELG 4 Moving and Handling</b>	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.
<b>ELG 5 Health and Self-Care</b>	Children know the importance for good health of physical exercise and a healthy diet for good health and talk about ways to keep healthy and safe. They can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing to fasten buttons or tie laces.

	Expected	Exceeding
<b>Personal, Social and Emotional Development</b>		
<b>ELG 6 Self-Confidence and Self-Awareness</b>	Children are confident to try new activities and can say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and choose the resources they need for their chosen activities. They can say when they do or don't need help.	Children are confident to speak to a class group. They can talk about the things they enjoy and are good at and the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made for activities and what they might change if they were to repeat them.
<b>ELG 7 Managing Feelings and Behaviour</b>	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that not all behaviours are acceptable. They can work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes in routine in their stride.	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and can wait for things they want.
<b>ELG 8 Making Relationships</b>	Children play co-operatively, taking turns when with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.
<b>Literacy</b>		
<b>ELG 9 Reading</b>	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.	Children can read phonically regular words or more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.
<b>ELG 10 Writing</b>	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narratives in their own writing.
<b>Mathematics</b>		
<b>ELG 11 Numbers</b>	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.
<b>ELG 12 Shape, Space and Measures</b>	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

	Expected	Exceeding
<b>Understanding the World</b>		
<b>ELG 13 People and Communities</b>	Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
<b>ELG 14 The World</b>	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They can make observations of animals and plants and explain why some things occur, and talk about changes.	Children know that the environment and living things are influenced by human activity. They can describe some actions people take in their own community to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.
<b>ELG 15 Technology</b>	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need e.g. in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.
<b>Expressive Arts and Design</b>		
<b>ELG 16 Exploring and Using Media and Materials</b>	Children sing songs, make music and dance and experiment with ways of changing them. They use and explore a variety of materials, experimenting with colour, design, texture, form and function.	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.
<b>ELG 17 Being Imaginative</b>	Children use what they have learned about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories.	Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.