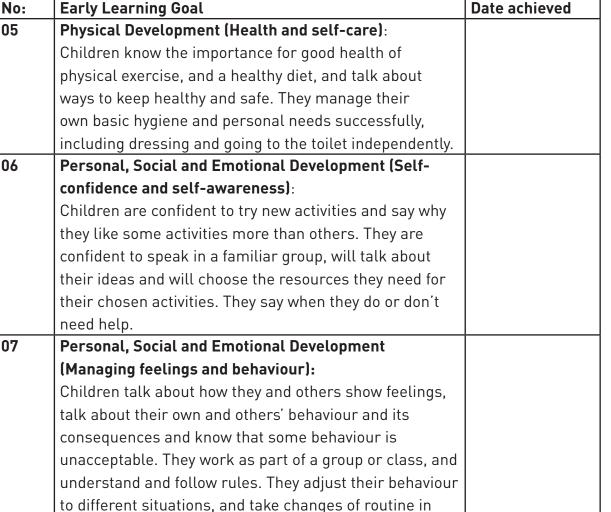


Appendix 1: Early learning goals

Child's Name:	Date started:
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Table A1.1

No:	Early Learning Goal	Date achieved
01	Communication and Language (Listening and attention)	
	Listening attentively to a range of situations. Listen to	
	stories and accurately anticipate key events; Respond	
	to what they hear with relevant comments questions, or	
	actions; Give attention to what others say and respond	
	appropriately, while engaged in another activity.	
02	Communication and Language (Understanding)	
	Children follow instructions involving ideas or actions.	
	They answer 'how' and 'why' questions about their own	
	experiences and in response to stories or events.	
03	Communication and Language (Speaking)	
	Children express themselves self 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 idea or events.	
04	Physical Development (Moving and handling):	
	Children show positive control and coordination 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.	



05

06

07

80

09

their stride.

(Making relationships):

adults and other children.

Literacy (Reading):

Personal, Social and Emotional Development

Children play cooperatively, taking turns with others. They take account of another's ideas about how to

organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with

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 understanding when

talking with others about what they have read.





No:	Early Learning Goal	Date achieved
10	Literacy (Writing):	
	Children use their phonic knowledge to write words in	
	ways which match spoken sounds. They also write some	
	irregular common words. They write simple sentences	
	which can be read by themselves and others. Some	
	words are spelt correctly and others are phonetically	
	plausible.	
11	Mathematics (Numbers):	
	Children count reliably with numbers from 1 to 20, place	
	in order and say which number is one more or one	
	less than a given number. Children use quantities and	
	objects. They add and subtract two single digit numbers;	
	they count on or back to find the answer, and solve	
	problems, including doubling, halving and sharing.	
12	Mathematics (Shape, space and measures):	
	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.	
13	Understanding the World (People and communities):	
	Children talk about past and present events in their own	
	lives and in 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.	
14	Understanding the World (The world):	
	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 vary from one	
	another. They make observations of animals and plants	
	and explain why some things occur, and talk about	
	changes.	

No:	Early Learning Goal	Date achieved
15	Understanding the World (Technology):	
	Children recognise that a range of technology is used in	
	places such as homes and schools. They select and use	
	technology for particular purposes.	
16	Expressive Arts and Design (Exploring and using	
	media and materials):	
	Children sing songs, make music and dance, and	
	experiment with ways of changing them. They safely use	
	and explore a variety of materials, tools and techniques,	
	experimenting with colour, design, texture, form and	
	function.	
17	Expressive Arts and Design (Being imaginative)	

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music,

dance, role-play and stories.

