

At the end of Reception year, all children are assessed against the Early Learning Goals (ELG) below. For each ELG, teachers must judge whether a child is:

meeting the level of development expected at the end of the EYFS (and should be assessed as 'expected')

or

not yet reaching this level (and should be assessed as 'emerging').

Early Learning Goals

Communication and language

Listening, Attention and Understanding

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. They will make comments about what they have heard and ask questions to clarify their understanding and hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

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. They will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Personal, social and emotional development

Self-Regulation

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. They will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They will 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

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. They will explain the reasons for rules, know right from wrong and try to behave accordingly and manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will work and play cooperatively and take turns with others. They will form positive attachments to adults and friendships with peers and show sensitivity to their own and to others' needs.

Physical development

Gross Motor Skills

Children at the expected level of development will negotiate space and obstacles safely, with consideration for themselves and others. They will demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

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. They will use a range of small tools, including scissors, paint brushes and cutlery. And begin to show accuracy and care when drawing.

Literacy

Comprehension

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

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

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; EYFS reforms early adopter framework 14 - Write simple phrases and sentences that can be read by others.

Mathematics

Number

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

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

Children at the expected level of development will talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They also understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Children at the expected level of development will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will 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. They also 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

Children at the expected level of development will explore the natural world around them, making observations and drawing pictures of animals and plants. They will 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.

They 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

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. They will share their creations, explaining the process they have used and make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children at the expected level of development will invent, adapt and recount narratives and stories with peers and their teacher. They will 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.