



# Early Learning Goal (ELG) and GLD meeting 2024

# The Early Years Foundation Stage.

EYFS runs from birth to 5 years.



← Nursery Reception

In Early Years, teachers use the Statutory Framework for the Early Years Foundation Stage to plan, teach and assess pupils.

They do this in **17 areas** of learning and development.

## **Communication and Language**

1. Listening, Attention and Understanding
2. Speaking

## **Personal, Social and Emotional Development**

3. Self-Regulation
4. Managing Self
5. Building Relationships

## **Physical Development**

6. Gross Motor Skills
7. Fine Motor Skills

## **Literacy**

8. Comprehension
9. Word Reading
10. Writing

## **Mathematics**

11. Number
12. Numerical Patterns

# What are the 17 areas?

## **Understanding the World**

13. Past and Present
14. People, Culture and Communities
15. The Natural World

## **Expressive Arts and Design**

16. Creating with Materials
17. Being Imaginative and Expressive

# During their time in Early Years the children are working towards the Early Learning Goals.

## For example, in Literacy

Birth - Three	Three- Four (Nursery)	Four – Five (Reception)
<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>

# What are the Early Learning Goals?

There are **17 Early Learning Goals**. One for each of the 17 areas of learning.

The Early Learning Goals outline the level of development children are expected to have attained by the **end** of the Early Years Foundation Stage (**at the end of Reception**).

The Early Learning Goals support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1.

## Communication and Language

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# The Early Learning Goals

## 1. ELG: 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;
- 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

# Communication and Language



## 2. ELG: 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**;
- 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

## 3. ELG: 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;
- - 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.

## 4. ELG: 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;
- - 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.

## 5. ELG: Building Relationships

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

## Physical Development

### 6. ELG: Gross Motor Skills

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.



### 7. ELG: 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;
- - Use a range of **small tools**, including scissors, paint brushes and cutlery;
- - Begin to show **accuracy** and **care** when drawing.



# Literacy

## 8. ELG: 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.

## 10. ELG: 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;
- - **Write simple phrases** and **sentences** that can be read by others.

## 9. ELG: 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**.



## 11. ELG: Number

Children at the expected level of development will:

- - Have a **deep understanding** of number to **10**, including the **composition** of each number (how to make them/where they are placed on a number line);
- - **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.

# Mathematics



## 12. ELG: 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**.

### 13. ELG: 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;
- - 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.

### 15. ELG: 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;
- - **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**.

# Understanding the World

### 14. ELG: 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;
- - 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.



## 16. ELG: 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;**
- - **Share their creations**, explaining the process they have used;
- - Make use of props and materials when **role playing** characters in narratives and stories.



# Expressive Arts and Design

## 17. ELG: Being Imaginative and Expressive

Children at the expected level of development will:

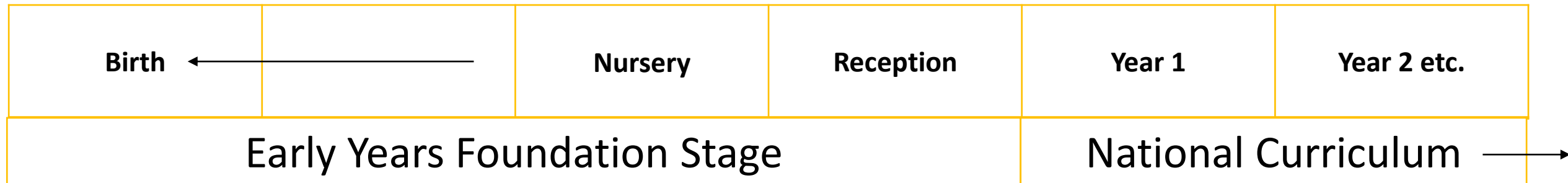
- - **Invent, adapt and recount narratives and stories** with peers and their teacher;
- - **Sing** a range of well-known **nursery rhymes and songs;** Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

# Assessing

Throughout the year, we are tracking the children's development, assessing if they are on track or not on track for each of the ELGs.

At the end of Reception, the children's time in the Early Years Foundation Stage comes to an end.

When they move to Year 1, they begin learning the National Curriculum.



# Assessing- GLD

At the end of Reception, staff make final judgements on whether the children have reached a **Good Level of Development (GLD)** in Early Years.

Staff use observations of the children, daily writing and maths and conversations and interactions with the children, to make these judgements.

**There is no test!**

# What is a **Good Level of Development**?

Children achieve a **Good Level of Development** by achieving the **Early Learning Goals** in the following 12 areas of learning:

**Children do not need to achieve the Early Learning Goals in the following areas to achieve a Good Level of Development:**

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Have not  
reached a  
Good Level of  
Development  
(GLD)

Key: **Met ELG** / **Not Met ELG**



Have reached  
a  
Good Level of  
Development  
(GLD)

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# Reporting

## Local Authority-

In June, schools must **report to the Local Authority for each Reception child, if they have met or not met GLD.**

## Parents and Carers-

You will receive your child's **end of year report** in July. It will inform you as to whether your child has reached a Good Level of Development at the end of the year or not, with an explanation as to why.

You will have recently met with staff for parents' evening and will have a good understanding of how your child is getting on in Reception and any targets they are working on. If you have questions about your child specifically, please come and see us.

# What does it mean if your child does not reach a Good Level of Development (GLD) at the end of Reception?

## External-

- Information is submitted to the local authority.

## Internal-

- Reception teachers will inform the Year 1 teachers during hand over and transition in July.
- The Year 1 teacher will personalise and scaffold learning and support for the child, possibly providing a more Early Years approach to learning in the Autumn term and on onwards if necessary.
- Children may receive 1:1 and small group intervention from September from experienced support staff and teachers.
- Children may be known to our SENCO and be receiving additional support in their development e.g. Speech and Language.



**Any Questions**