



## EYFS ELG Assessments

<b>Communication and Language</b>			
	<b>-2</b>	<b>-1</b>	<b>Reception</b>
Listening, Attention and Understanding	Listen to, and occasionally respond, when being read to and during small group interactions when participating in something which interests them.	Listen to and respond when being read to and during whole class and small group interactions.	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.
	Ask for help when they need it.	Make comments and ask questions about things which interest them.	Make comments about what they have heard and ask questions to clarify their understanding.
	Engage in some short exchanges with their teacher and peers.	Engage in back-and-forth exchanges with their teacher and peers.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	Make comments to teachers and peers during small group, class and one-to-one discussions (these comments may be unrelated to the topic of the discussion).	Participate in small group, class and one-to-one discussions.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Understand and answer simple “where,” “when” and “who” questions.	Understand and answer simple “why” questions.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Speak using full sentences with modelling and support from their teacher.	Express their ideas and feelings about their experiences using full sentences.	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

	-2	-1	Reception
Self-Regulation	Begin to show an understanding of their own feelings.	Show an understanding of their own feelings and those of others.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	Begin to work towards simple goals.	Work towards simple goals, being able to wait for what they want and showing an awareness to begin to control their immediate impulses, when appropriate.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Follow some routine instructions and a simple 1-step instruction.	Give focused attention to what the teacher says and follow routine instructions and some 2-step instructions.	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	Begin to try new activities with confidence and some independence.	Show confidence to try new activities with some independence and perseverance.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	Abide by most of the rules in the classroom.	Abide by most of the rules in the classroom and begin to understand the consequences of their behaviour.	Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Manage their own basic hygiene and personal needs, including putting on their coat and going to the toilet, with little support.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	Begin to work and play cooperatively.	Work and play cooperatively and begin to take turns with others.	Work and play cooperatively and take turns with others.
	Begin to form positive attachments to adults.	Form positive attachments to adults and begin to form friendships with peers.	Form positive attachments to adults and friendships with peers.
	Show sensitivity to their own needs.	Show sensitivity to their own needs and begin to show to others' needs.	Show sensitivity to their own and to others' needs.



## Physical Development

	-2	-1	Reception
Gross Motor Skills	Begin to negotiate space and obstacles safely.	Begin to negotiate space and obstacles safely, with consideration for themselves.	Negotiate space and obstacles safely, with consideration for themselves and others.
	Start to develop their balancing skills with support, such as hopping, standing on one leg and holding a simple pose.	Develop their balancing skills, such as hopping, standing on one leg and holding a pose for a game like musical statues.	Demonstrate strength, balance and coordination when playing.
	Start to develop their movement to walk, run, jump and climb.	Develop their movement, such as running, jumping, dancing, hopping, skipping and climbing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	Develop manipulation and control when using tweezers, pencils and pens.	Use a comfortable grip with good pencil control when holding pens and pencils and show a preference for a dominant hand.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Explore different materials and tools.	Use a range of tools, including tweezers, scissors to make snips in paper, paintbrushes and can start to eat independently using a knife and fork.	Use a range of small tools, including scissors, paintbrushes and cutlery.
	Begin to mark make.	Begin to show care when drawing.	Begin to show accuracy and care when drawing.

## Literacy

	-2	-1	Reception
Comprehension	Share parts of a favourite story.	Retell parts of stories that has been read to them.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Begin to think about what might happen next in a story. (This might not necessarily link to the story that has been read).	Begin to think about what might happen next in a story.	Anticipate (where appropriate) key events in stories.
	Listen to a story.	Use some recently introduced vocabulary during role play.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	Say a sound for the first 2 phonemes.	Say a sound for the first 6 phonemes, s, a, t, p, i, n.	Say a sound for each letter in the alphabet and at least 10 diagraphs.
	Match words read by an adult to pictures.	Identify an object when given an initial sound within 'satpin'.	Read words consistent with their phonic knowledge by sound-blending.
	Join in with repeated refrains and fill in missing words in rhymes.	Begin to hear CVC blends modelled by an adult, especially those within 'satpin'. Recognise their own name in written form.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	To mark make and to begin to discuss the marks they make.	Begin to write 'satpin' letters, most of which are correctly formed.	Write recognisable letters, most of which are correctly formed.
	To mark make in their play.	To write simple CVC words within 'satpin' e.g. sat, pan, sit.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
	Pre-Writing Shapes Assessment for their age-related expectation. ○ +	Write their name in a way that can be recognised by others.	Write simple phrases and sentences that can be read by others.



## Mathematics

	-2	-1	Reception
Number	Have a deep understanding of number to 3, including the composition of each number.	Have a deep understanding of number to 5, including the composition of each number.	Have a deep understanding of number to 10, including the composition of each number.
	Subitise (recognise quantities without counting) up to 2.	Subitise (recognise quantities without counting) up to 3.	Subitise (recognise quantities without counting) up to 5.
	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 2 and some number bonds to 3, including double 1.	Automatically recall (without reference to rhymes, counting or other aids), number bonds up to 3 (including subtraction facts) and some number bonds to 5, including double facts.	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	Verbally count forwards to 5.	Verbally count forwards to 10.	Verbally count beyond 20, recognising the pattern of the counting system.
	Use language of “more” and “less” when comparing quantities of objects.	Compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as another.	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 3, beginning to recognise odds, evens and doubles (with support).	Explore and represent patterns within numbers up to 5, including evens and odds, doubles, and how quantities can be distributed evenly (with support).	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Number (1) to include:**

Recognising numbers 0-3/0-5/0-10

Forming numbers 0-3/0-5/0-10

Matching numbers 0-3/0-5/0-10 to quantity

Ordering numbers 0-3/0-5/0-10



Finding numbers 0-3/0-5/0-10 on a number line

Reliably counting up to (3/5/10) objects (including counting 1:1 correspondence and understanding the cardinal principle.)

Reliably counting up to (3/5/10) objects from a larger group

Knowing some number bonds up to and including 3/5/10

Understanding composition of number (e.g. understanding how many empty squares there will be when one counter is placed on a 3/5/10 frame.)

<b>Expressive Arts and Design</b>			
	<b>-2</b>	<b>-1</b>	<b>Reception</b>
Creating with Materials	Explore, manipulate and play with different materials and experiment with colour.	Explore different materials, tools and techniques experimenting with colour and texture.	Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function
	Making marks and explain what they have drawn.	Draw with increasing complexity and can explain what they have drawn.	Shade their creations, explaining the process they have used.
	Start to develop pretend play, with support from other adults or peers.	Make use of objects (sometimes pretending an object is something else) whilst taking part in simple pretend play.	Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	Recount sections of their favourite stories with peers and their teachers.	Recount narratives and stories with peers and their teachers and can sometimes adapt them using their imagination (with support).	Invent, adapt and recount narratives and stories with peers and their teacher.
	Take part in singing some well-known nursery rhymes and songs, remembering some of the words and actions.	Take part in singing some well-known nursery rhymes and songs, remembering the majority of the words and actions.	Sing a range of well-known nursery rhymes and songs.
	Perform songs and stories with others and can follow some actions, sometimes not in time to music.	Perform songs, rhymes and stories with others and can sometimes (when appropriate) move/follow actions in time to the music.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



## Understanding the World

	-2	-1	Reception
Past and Present	Talk about people's roles in society with guidance from what has been read in class.	Talk about people's roles in society with guidance from what has been read in class and show an interest in what role they would like to do in the future.	Talk about the lives of the people around them and their roles in society.
	Identify some similarities between things in the past and now, looking at pictures.	Identify some similarities and differences between things in the past and now with support, looking at pictures and from what has been read in class.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
	Join in with group discussions sharing their understanding about the past through storytelling (supported).	Have some understanding of the past through characters and events encountered in pictures, books read in class and storytelling (with some support).	Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	Describe their immediate environment (sometimes getting distracted) using knowledge from observation.	Describe their immediate environment (sometimes getting distracted) using knowledge from observation, discussion and stories.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
	Talk about what they can see in pictures and from what has been read in class about different religions and cultural communities in this country.	Talk about (with support) some of the similarities and differences they can see between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	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.
	Talk about what they can see in pictures and stories of the life in this country and <b>begin to talk about</b> life in other countries.	Talk about some (with support) similarities and differences between life in this country and life in other countries, drawing on knowledge from pictures, stories and (when appropriate) maps.	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	Explore the natural world around them and make observations.	Explore the natural world around them, making observations and drawing some identifiable pictures.	Explore the natural world around them, making observations and drawing pictures of animals and plants.
	Explore environments which contrast from the natural world around them, drawing on	Know some similarities and differences between the natural world around them and contrasting	Know some similarities and differences between the natural world around them and contrasting



	experiences, pictures and what has been read in class.	environments, drawing on their experiences, pictures and what has been read in class (with some support).	environments, drawing on their experiences and what has been read in class.
	Notice some important changes in the natural world around them, with support, for example, weather and seasons.	Understand some important processes and changes in the natural world around them with some support, for example, weather, seasons and life cycles.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.