Assessment in Reception



Overview

- What is the Early Years Profile?
- What are the Characteristics of Effective Learning?
- What are the Early Learning Goals?
- How can you help at home?
- WOW! Forms
- Parents Evening

What is the EYFS Profile?

The EYFS profile is a **statutory assessment** of children's development at the end of the early years foundation stage and is made up of an assessment of the child's outcomes in relation to the **17 early learning goals (ELGs)**.

It is intended to provide a **reliable, valid, and accurate assessment** of each child's development at the end of the EYFS.

Teachers use their **professional judgement** to make these assessments, based on their knowledge and understanding of what the child **knows, understands, and can do**.

Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout Reception. This will include identifying areas where children may be at risk of falling behind, so teachers provide **rapid, effective support**.

Purposes and main uses of the profile

The main purpose is to support a **successful transition to Key Stage 1 (KS1)** by informing the professional dialogue between EYFS and year 1 teachers.

This informs year 1 teachers about each child's **stage of development and learning needs** and help them to plan the year 1 curriculum to meet the needs of all children.

At the end of the final year of the EYFS, reception teachers must give year 1 teachers a copy of each child's EYFS profile.

The EYFS profile is also used to **inform parents about their child's development**. Children are defined as having reached a **Good Level of Development (GLD)** at the end of the EYFS if they have achieved the expected level for the ELGs in the **prime areas of learning and the specific areas of mathematics and literacy**. This helps teachers and parents to understand broadly what a child can do in relation to **national expectations.**

Completing the Profile for children with SEND

- Children **cannot be exempt** from the Profile on the basis of SEND.
- Completion of the EYFS Profile is a useful opportunity to reflect on each child's stage of development and learning needs and to share this information with the year 1 teacher to help them plan the year 1 curriculum to meet the needs of all children.
- This will ensure children with SEND are **supported** as much as possible in their transition to year 1.



Principles of EYFS Profile assessments

- Based on the teacher's knowledge of each child
- Summative
- Informed by a range of perspectives
- Inclusive
- Underpinned by a broad curriculum and effective pedagogy

The ELGs represent a **narrow measure of what is assessed** at the end of the EYFS and should not restrict the breadth of what is taught in the final year of the EYFS.



When does the EYFS profile take place?

The EYFS requires the EYFS profile assessment to be carried out in the **final term of the year in which a child reaches age 5**.

The EYFS profile must be completed for each child and submitted to the local authority no later than the 26th June 2026.



Assessing children against the early learning goals

For each of the 17 ELGs, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (expected)
- not yet reaching this level (emerging)

The ELGs are based on **typical child development** at the age of 5, so **most children are likely to meet the 'expected' level of development.** Teachers use their professional knowledge of the child to decide whether each ELG description **best fits** the child's learning and development.

The **best-fit model** requires practitioners to consider the whole of each ELG description when making these judgements. **'Best fit' does not mean that the child has equal mastery of all aspects of the ELG.**

Completing the profile for children with an outcome at the 'emerging' level

If your child's outcome is emerging, **please do not worry**! It is just an assessment of your child's current development.

Teachers pass on additional information on which ELG the child did not meet and why.

This includes the barriers to learning that have been identified and any successful strategies that were used to help the child overcome these barriers.

We establish an ongoing dialogue during the summer term to help with a successful transition to Year 1.

Reporting to Parents and Carers

At the end of Reception, teachers provide a **written report** to parents which summarises the results of the EYFS profile. This is part of your child's end of year report.

It will say if your child has met or not met an ELG. This will be shown as a tick or E for emerging.

The EYFS Profile is **not an accountability measure** for schools.

Reception children are assessed at the end of the Summer Term as to whether they have met the Early Learning Goal (ELG✓) or are assessed as emerging E. The assessment process consisted of a combination of teacher observations and informal assessments. It is important to understand that children develop at their own rates and in their own ways.

Area of Learning	Aspect	ELG
Personal, Social and Emotional Development	**Self-Regulation** • 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 focussed 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 • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reason 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.	✓
	Building Relationships • 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.	✓
Communication and Language	**Listening, Attention & Understanding** • 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.	✓
	Speaking • 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.	✓

Our Ethos

Whilst these end goals are relevant to bear in mind, we pride ourselves on **developing the whole child.** In our EYFS curriculum the **characteristics of effective learning** underpin **all seven areas of learning and development**. We focus on **processes and acquisition of new skills** rather than outcomes.

The **three characteristics of effective learning** are identified as playing and exploring, active learning and creating and thinking critically. Your child will be learning many new skills and we will be working with you on how best to support and help your child to achieve the goals by the end of the year.



The Characteristics of Effective Learning



The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all inter-connected.

Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer.

But children's learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.

The prime areas of learning in EYFS



The specific areas of learning in EYFS

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

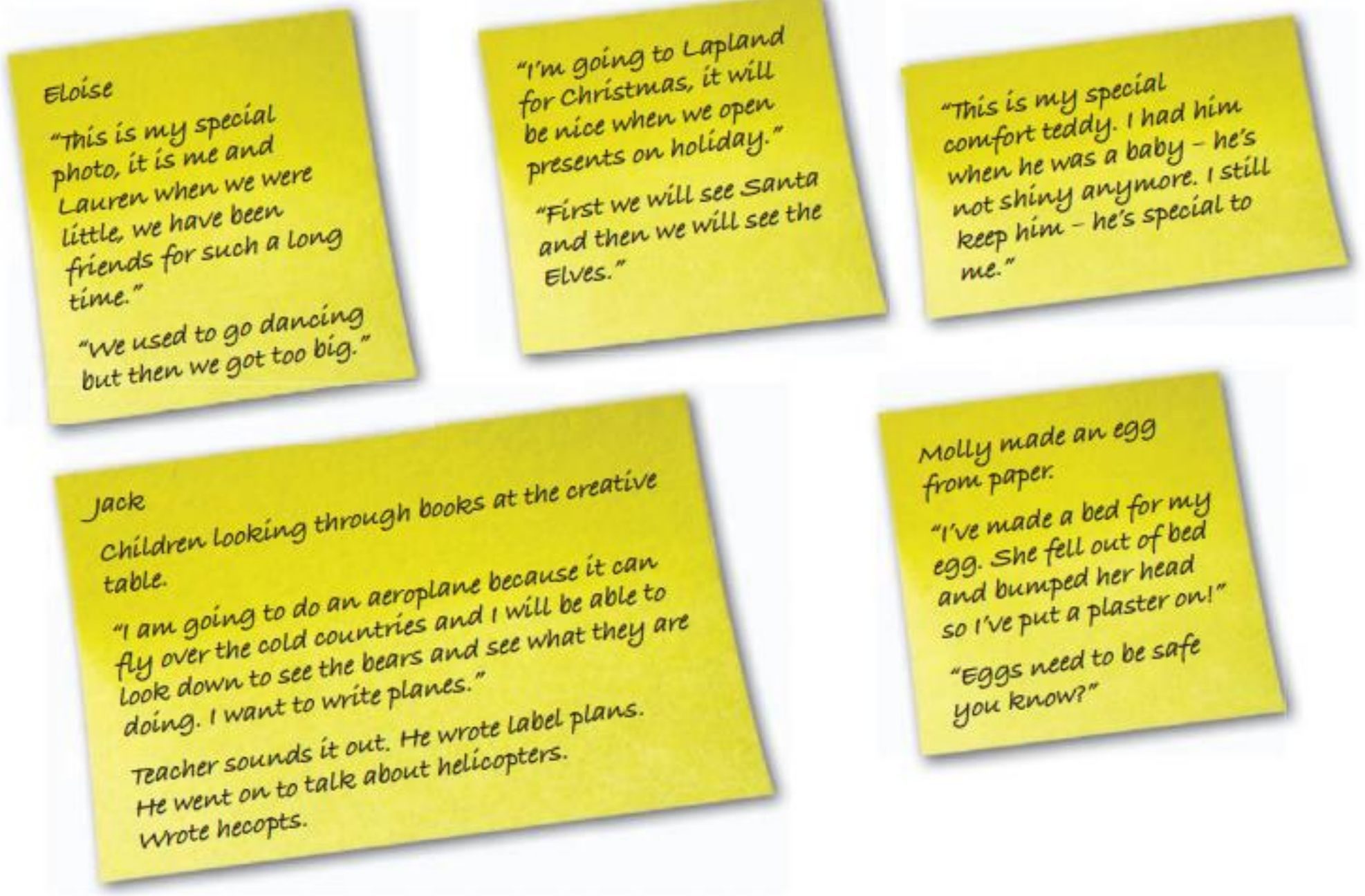
Communication and Language

ELG Listening, Attention and Understanding

- 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.

ELG Speaking

- **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.


Eloise
"This is my special photo, it is me and Lauren when we were little, we have been friends for such a long time."
"We used to go dancing but then we got too big."
"I'm going to Lapland for Christmas, it will be nice when we open presents on holiday."
"First we will see Santa and then we will see the Elves."
"This is my special comfort teddy. I had him when he was a baby – he's not shiny anymore. I still keep him – he's special to me."
Jack
Children looking through books at the creative table.
"I am going to do an aeroplane because it can fly over the cold countries and I will be able to look down to see the bears and see what they are doing. I want to write planes."
Teacher sounds it out. He wrote label plans. He went on to talk about helicopters. Wrote hecopts.
Molly made an egg from paper.
"I've made a bed for my egg. She fell out of bed and bumped her head so I've put a plaster on!"
"Eggs need to be safe you know?"

Physical Development

ELG Gross Motor Skills

- 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.

ELG Fine Motor Skills

- 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.

"I can make a kite, I know, I will attach my flyer to my coat and run with it." Alice



"I know, the air can go through there and it can fly!"

Alice, Izzy, Marcus and Harry handle tools effectively in the making area.
Alice and Izzy make kites from lollysticks, paper, ribbon, string and tape.
When they have made their kites they take them outdoors to fly.
Alice and Izzy hold on to the kite strings and run the length of the outside area safely negotiating space.

T carefully rolls out the play dough before coiling it up to form fossils. He selects a number of different tools (from the continuous provision), explores and experiments with them in the play dough and eventually adds the marks with his preferred tools.



Personal, Social and Emotional Development

ELG Self-Regulation

- 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.

ELG Managing Self

- **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.

ELG Building Relationships

- **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.

Literacy

ELG Comprehension

- 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.

ELG Word Reading

- **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.

ELG Writing

- **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.

Before and during reading

1 Say the sounds

ai	oo(spoon)			oo(book)		
ar	or	ur	ow	ear	air	er

2 Blend the sounds

bor/ing	ad/verts	wait/er
hard/er	down	start/ers
air	per/haps	farm/er
hears	roost/er	dear
good	art	paint/er

3 Read the tricky words

so	like	when	there	some

Point out the tricky bit of the word (i.e. the 'a' in 'all' sounds /or/) and then blend the rest.

Story comprehension

Ask the children to read the title. What do they think the story might be about? Open the first page and introduce Jim: he will be the main character in this story.

Vocabulary check

Check that the children understand the meaning of the following words: starters, waiter, rooster. Do they know what a 'job advert' is?

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 2 point out that there are speech marks, but these are words Jim says to himself.
- On page 7, point out the word 'CRASH!'. Why do the children think this is in capital letters? How should they read it?
- Before reading page 16, ask the children to predict how they think the story may end.



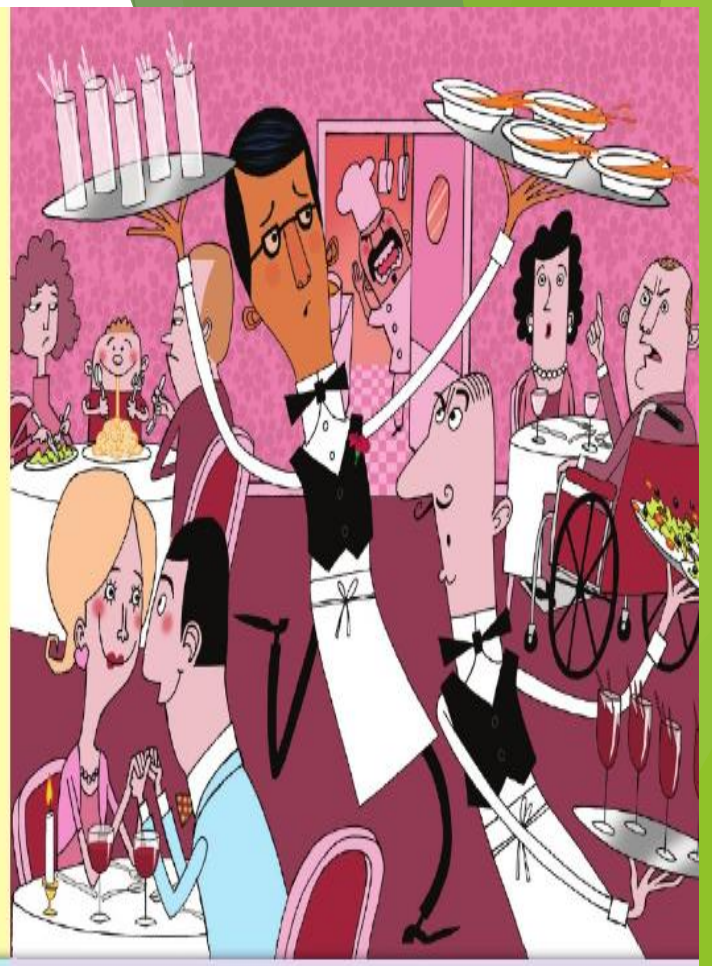
More than one syllable? Blend one syllable at a time, e.g. b-or → bor/i-ng → boring; p-er → per/h-a-p-s → perhaps



"I like food," thinks Jim.

So he gets a job as a waiter.

4



But the job is much harder than he thinks.

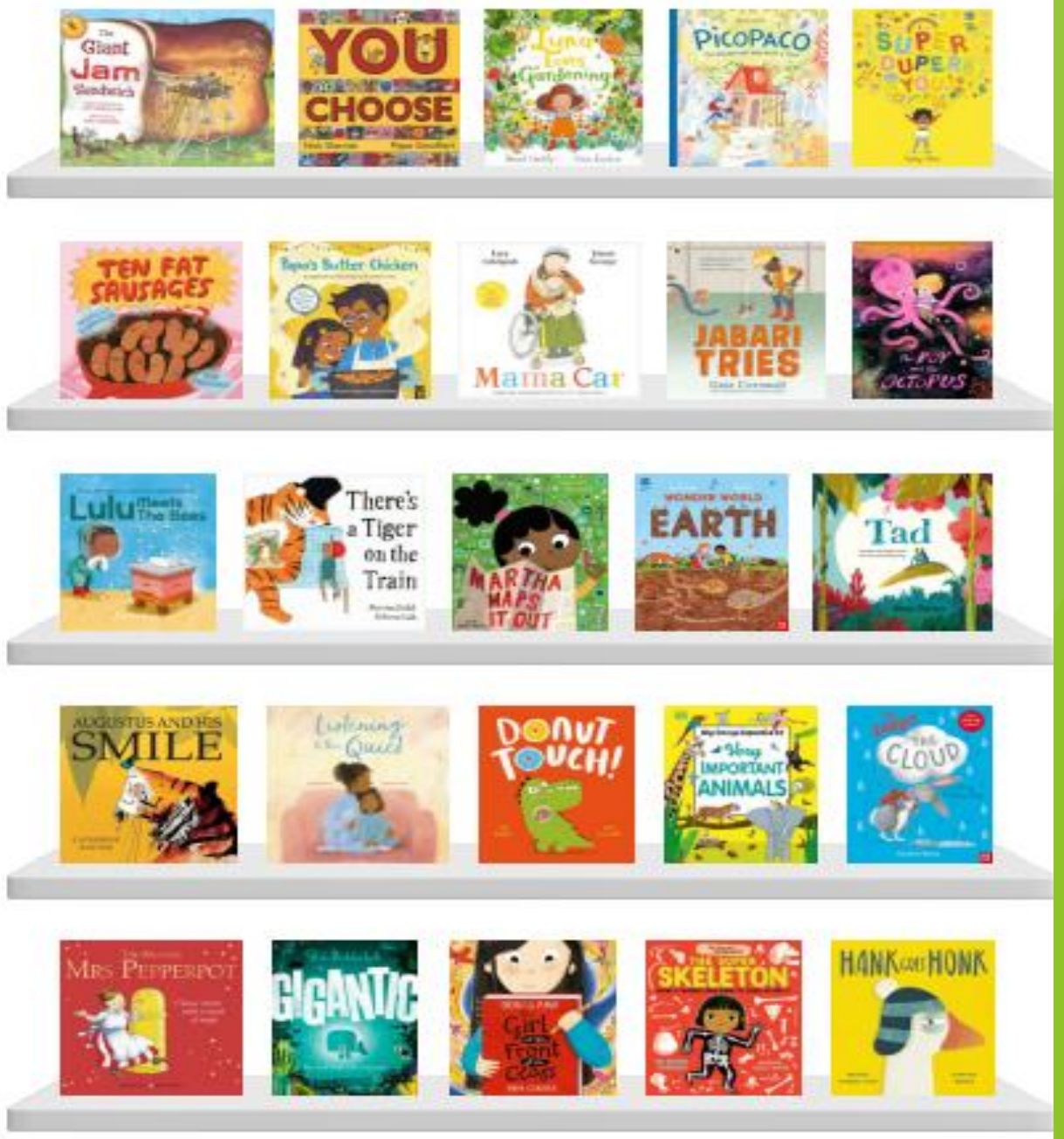
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Example of the type of book children need to be confident to read and talk about to meet ELG

50 Recommended Reads for...

Reception (ages 4-5)





BugClub Phonics





How you can help at home

Read books with your child and talk about the story, the poems or the information in them. What parts of the book have they enjoyed the most and why?

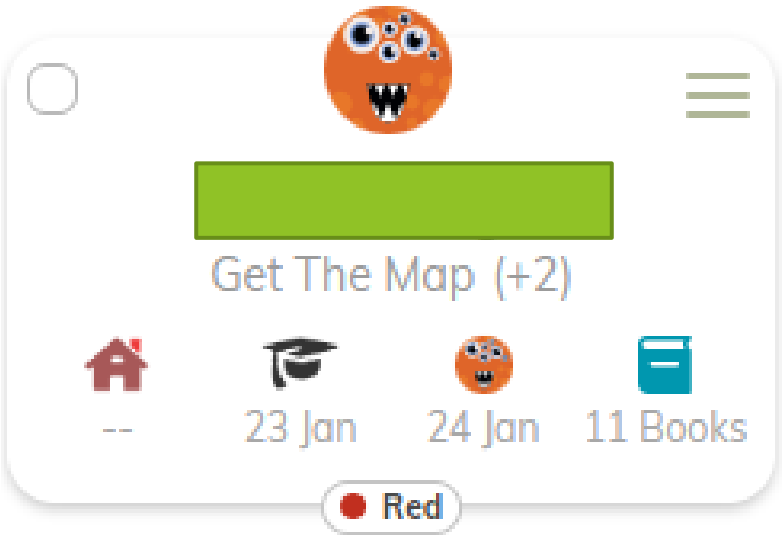
Allow your child to read at their own pace and encourage them to re-read their favourite stories. This will help to begin recognising familiar letters and words.



Remember that reading isn't just about books—make the most of shop and street signs when you are out and about. Why not ask your child to find out what a DVD is about by reading the back of the box.



BoomReader

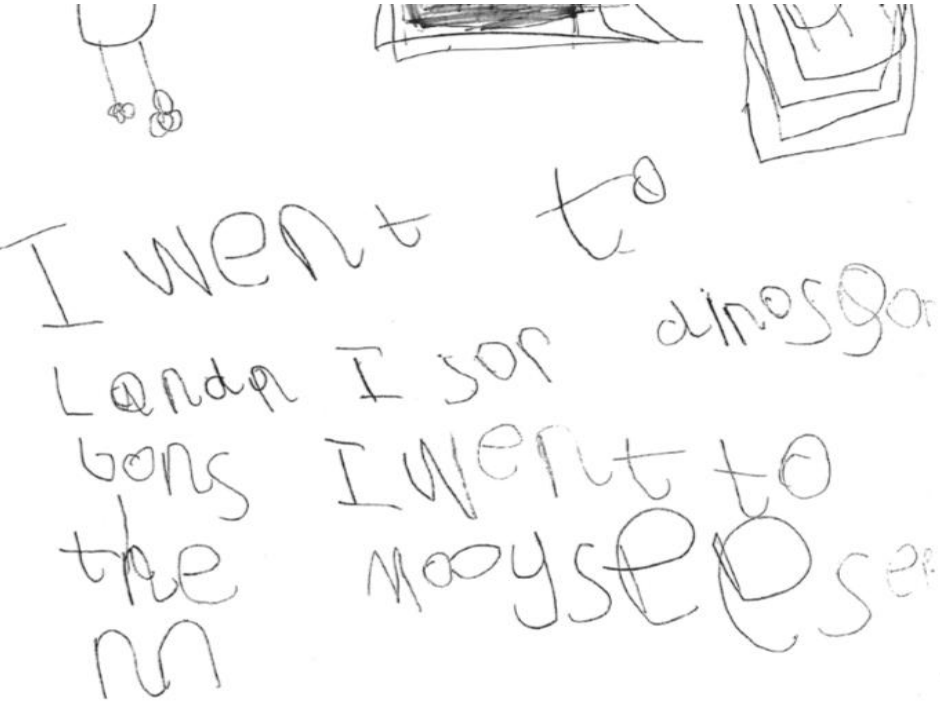


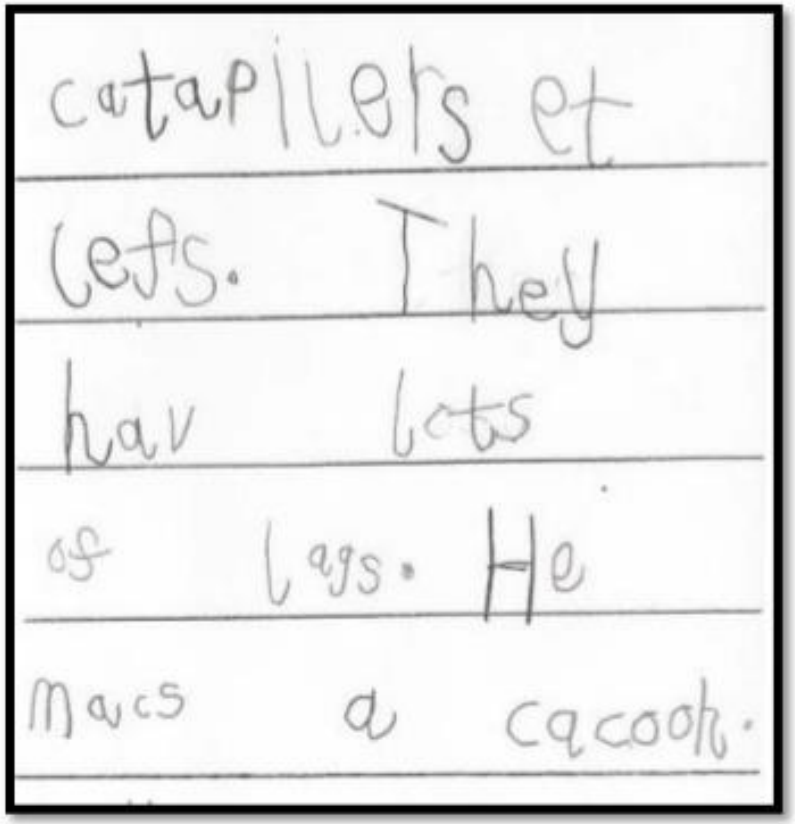
- BoomReader logs when the child has been read with at home and at school.
- We can see the last day read.
- We can download all comments made on BoomReader for an activity report for each child.
- We can see how many books that child has read in total.
- Children need to be read with and read to every day.

Bug Club

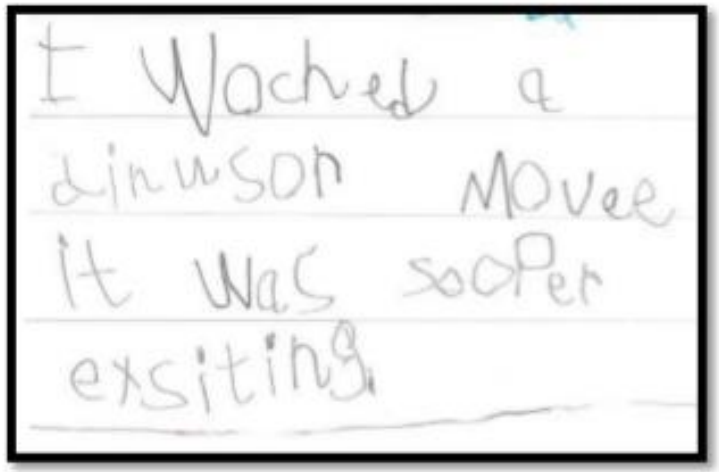
Title	Product	Genre	Book Band	Quizzes (sort by order in book)		Opened
 Is it a Rock?	Independent Phonics	Fiction	Pink B	WFL		23/01/2023 19:37
 Tin Man Tim	Independent	Comic	Pink A	WFL		21/01/2023 15:06
 Hey, Stop!	Independent	Comic	Lilac	WFL		15/01/2023 11:55
 In Tad's Pan	Independent	Fiction	Pink A	AFI AFI AFI		15/01/2023 11:51

- BugClub logs when the child has accessed a book.
- BugClub reports how the child did with comprehension questions.
- Teachers receive this activity report.









Example of the type of writing children need to be doing independently to meet ELG

Early learning goal for Writing:

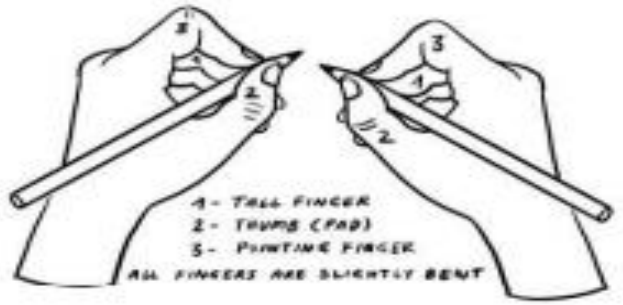
Write simple phrases and sentences that can be read by others.

Sentence examples:

- Jack had magic beans. *(Phonetically plausible: majic, beens)
- Mum was sad.

 Four Finger Grasp	 Static Quadropod Grasp	 Static Tripod Grasp	 Dynamic Tripod Grasp	 Thumb Wrap Grasp
 Thumb Tuck Grasp	 Transpalmar Grasp	 Index Grasp	 Interdigital Brace Grasp	Other

Finger positioning using the tripod grip:





Paper positioning for left-handers:

Paper positioning for right-handers:



To meet the early learning goal for Writing:

- sentences and phrases can be transcribed (from dictation) rather than independently composed
- sentences and phrases can be simple rather than extended
- sentences and phrases must be readable, but may contain some mistakes in letter formation
- sentences and phrases do not need to contain punctuation (including capital letters)
- not all words need to be correctly spelt

While punctuation is not a requirement of the Writing early learning goal, children in reception should still be taught it. Using capital letters and full stops reinforces their growing understanding of sentences.

How you can help at home

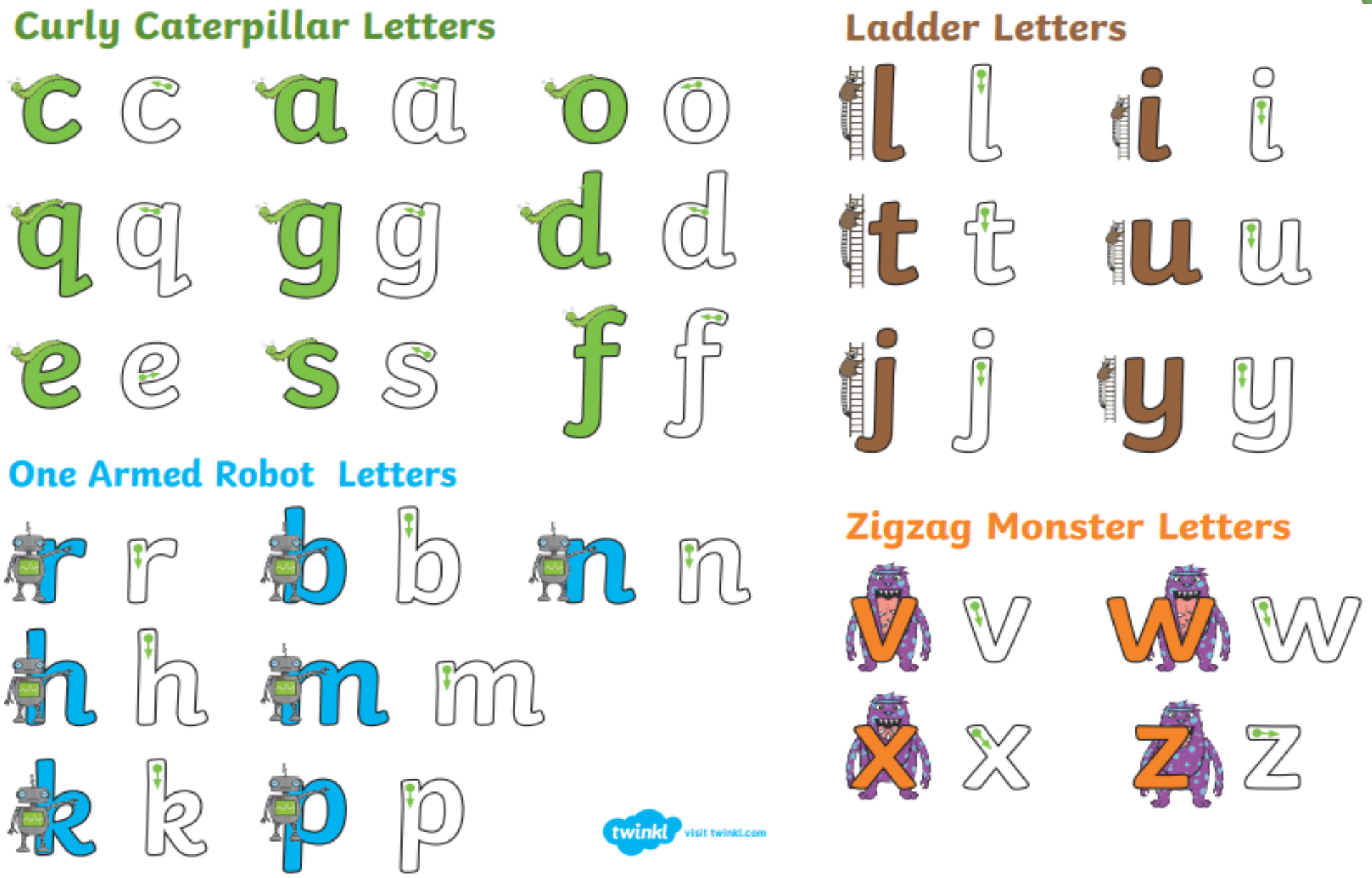
Encourage your child to want to write. Let them use crayons, pencils, felt-tips and paints to make patterns and pictures.

Write down a story your child tells you—they will learn through what they see. Get them to suggest words and phrases.



Find lots of opportunities to write together—make lists before you go shopping, and write letters to friends and family. Help them to make their own books, posters or labels for things in their room.





Write recognisable letters, most of which are correctly formed

Mathematics

ELG Number

- 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.

ELG Numerical Patterns

- **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.

How you can help at home

Maths in everyday life

Help your child to count from a number.

Count cars, toes, fingers, buttons etc.



Draw attention to mathematical features such as shapes; ideas such as underneath, inside, behind.

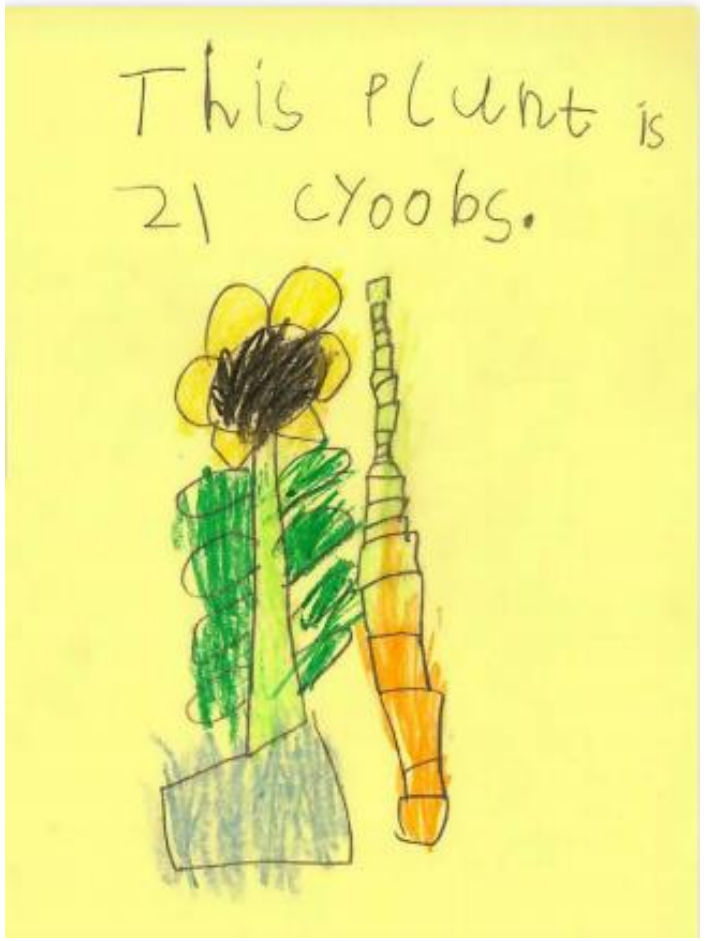


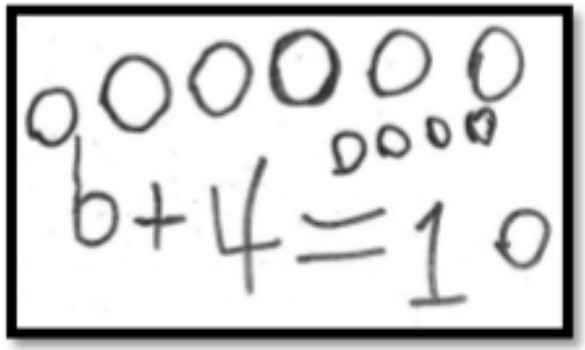


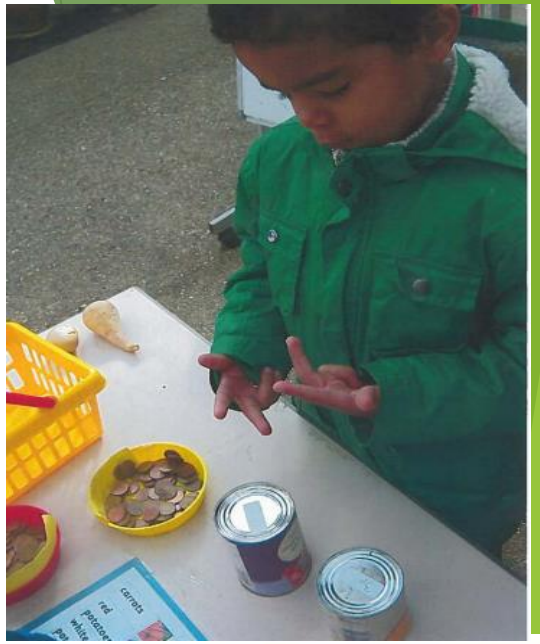
After collecting twigs, children use plasticine to make shapes. They discuss the properties of shapes with the practitioner.

"Look, I have made a triangle with three twigs. It's got three corners."

Hakima had chosen to collect all of the purple objects. She lined them all up and told me there were 16. She knew that 16 was a 1 and a 6. She could confidently tell me 1 and 2 more or less than 16, without counting, and she knew how to write each number.







William went to the tesco roleplay area outside and purchased two items.
* He used fingers to add 3+3 together. He said "it is 6p"

Understanding the World

ELG Past and Present

- 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.

ELG People, Culture and Communities

- **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.

Understanding the World

ELG The Natural World

- 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.

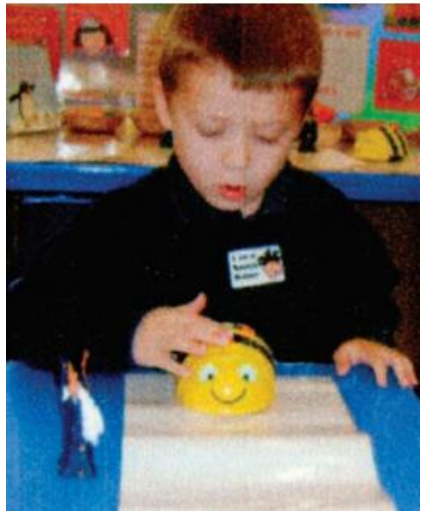
Context and content of observation:
Eid Party

AR We made Pakoras for Eid, me and my mummy made them this morning. We are Muslim and we have a party and wear pretty dresses like this one. It is very beautiful, do you like it? I have to be careful so I don't get it dirty.



He carefully studies the broad bean seed which had just started to sprout. 'I am amazed the root didn't come from this black bit on the bean ... I thought it would... that's why we do experiments to see if what we think happens!' said William.

William displayed his skills and knowledge of using the Bee-Bots when he chose to make up a great maths game! He was able to program the Bee-Bot accurately to move forward and backwards along the magic path to collect the objects and transport them to the correct character! 'I can make him do everything without even stopping ... watch this!' William was able to use the turn button to complete this task ... 'Forward 3, turn and forward 4,' he said 'or you could just do it easy by doing forward 3 and backwards 4!'



KA talked to the whole class about Christmas at home. Her family are from Germany.
" We put out shoes – all of us and we get presents from the Saint."
Later, at snack time she talked about going to Germany to visit family.
" I have to have a passport. Do you have a passport? (To her friend CH)

Expressive Arts and Design

ELG Creating with Materials

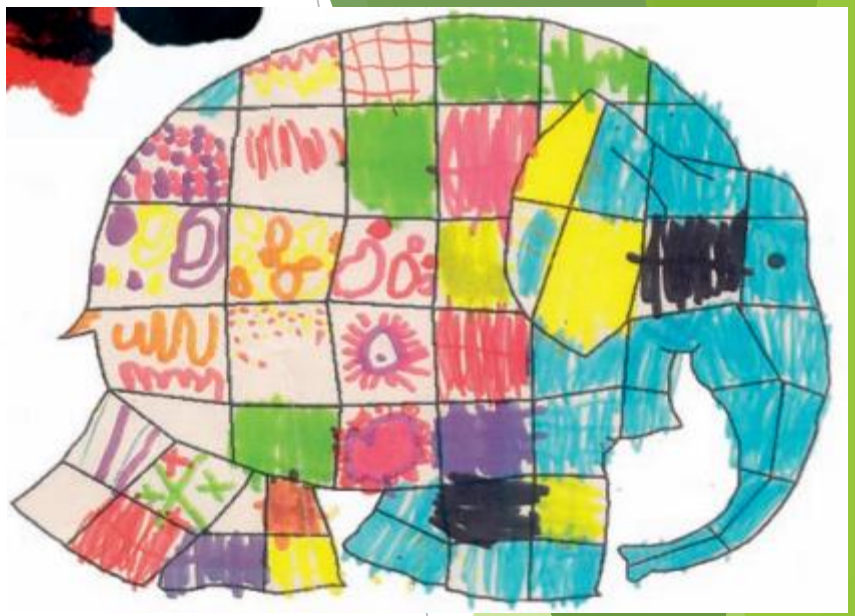
- Safely **use and explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- **Share their creations, explaining the process** they have used
- Make **use of props and materials** when role playing characters in narratives and stories.

ELG Being Imaginative and Expressive

- **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.



Julia chose to make a clay butterfly and spent an afternoon making it. She was keen to paint it and once it was dry painted the front and sides very carefully, checking that she had not left any parts of her model unpainted (child initiated).



A chose to work in the mark making area and was absorbed in colouring and patterned squares on her Elmer for at least 20 mins. She could describe the different patterns she had used. Having patterned about half the squares she then coloured in the remainder.

Hannah makes up her own story using 'The hungry caterpillar' as a reference. She uses play food to represent the foods in the original story then uses the framework to include her own favourite foods. She acts out her new story to a group of children in the class.
Hannah makes a 'beautiful butterfly' using a variety of materials and uses glue and scissors effectively.
She composes a butterfly song and dance making her own music and directing others.
Hannah represents her own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

"There was once a cocoon lying on top of a beautiful butterfly...

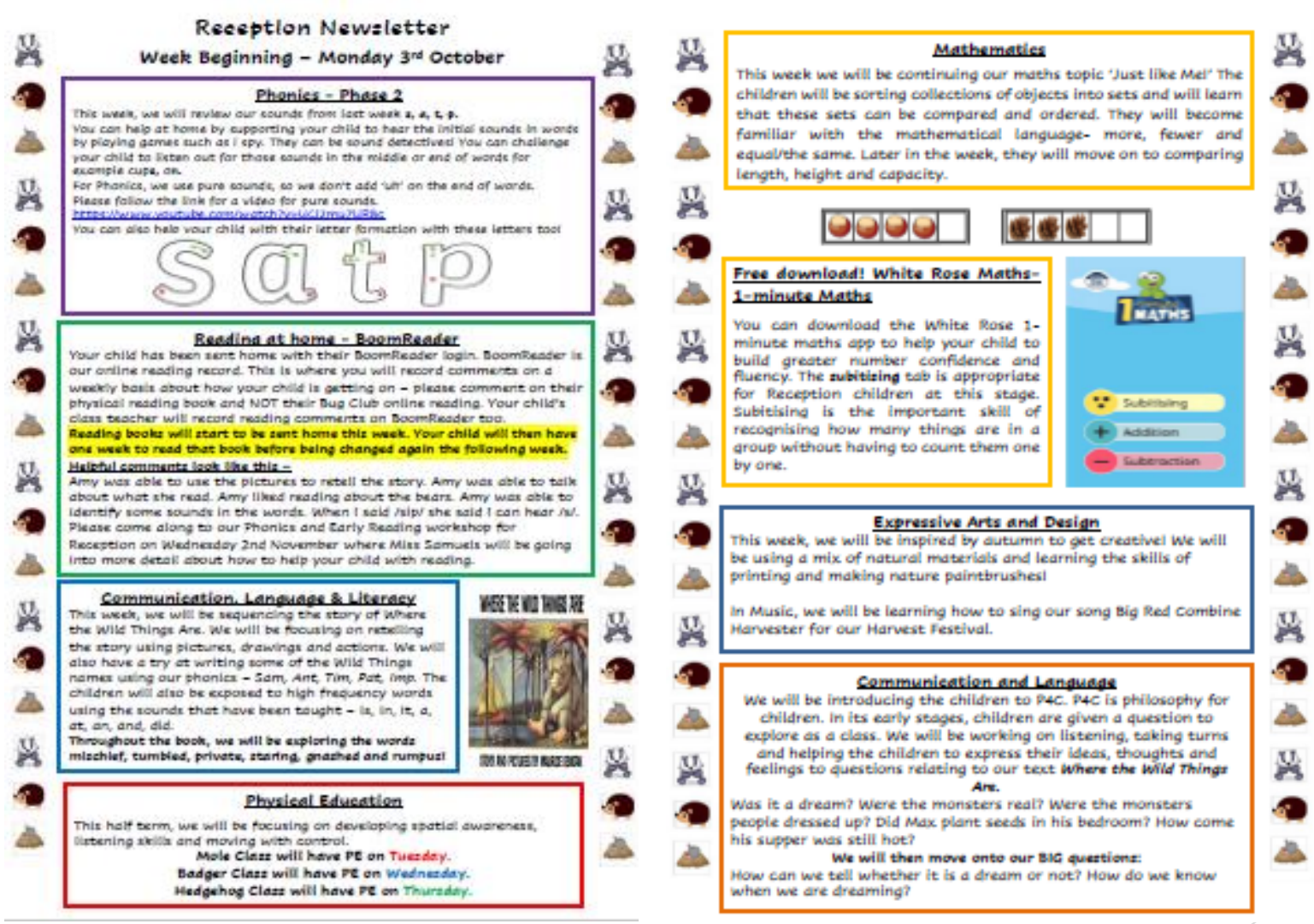
I know, we can have tinkly sounds for the butterfly's wings.

I saw a butterfly she was so beautiful in the light of the moon."



Weekly Newsletters

Keeps you up to date with what your child will be learning that week and any upcoming events/dates for your diary. Areas of learning are highlighted and useful links suggested.



Reception Newsletter

Week Beginning – Monday 3rd October

Phonics – Phase 2

This week, we will review our sounds from last week **a, s, t, p.**
You can help at home by supporting your child to hear the initial sounds in words by playing games such as I spy. They can be sound detectives! You can challenge your child to listen out for those sounds in the middle or end of words for example cup, on.
For Phonics, we use pure sounds, so we don't add 'uh' on the end of words.
Please follow the link for a video for pure sounds.
https://www.youtube.com/watch?v=UCIJmvJiBhc
You can also help your child with their letter formation with these letters too!

s a t p

Reading at home – BoomReader

Your child has been sent home with their BoomReader login. BoomReader is our online reading record. This is where you will record comments on a weekly basis about how your child is getting on – please comment on their physical reading book and NOT their Bug Club online reading. Your child's class teacher will record reading comments on BoomReader too.
Reading books will start to be sent home this week. Your child will then have one week to read that book before being changed again the following week.
Helpful comments look like this –
Amy was able to use the pictures to retell the story. Amy was able to talk about what she read. Amy liked reading about the bears. Amy was able to identify some sounds in the words. When I said /sip/ she said I can hear /s/.
Please come along to our Phonics and Early Reading workshop for Reception on Wednesday 2nd November where Miss Samuels will be going into more detail about how to help your child with reading.

Communication, Language & Literacy

This week, we will be sequencing the story of Where the Wild Things Are. We will be focusing on retelling the story using pictures, drawings and actions. We will also have a try at writing some of the Wild Things names using our phonics – *Sam, Ant, Tim, Pat, Imp.* The children will also be exposed to high frequency words using the sounds that have been taught – is, in, it, a, at, an, and, did.
Throughout the book, we will be exploring the words mischief, tumbled, private, staring, gnashed and rumpus!

Physical Education

This half term, we will be focusing on developing spatial awareness, listening skills and moving with control.
Mole Class will have PE on Tuesday.
Badger Class will have PE on Wednesday.
Hedgehog Class will have PE on Thursday.

Mathematics

This week we will be continuing our maths topic 'Just like Me!' The children will be sorting collections of objects into sets and will learn that these sets can be compared and ordered. They will become familiar with the mathematical language- more, fewer and equal/the same. Later in the week, they will move on to comparing length, height and capacity.

Free download! White Rose Maths- 1-minute Maths

You can download the White Rose 1-minute maths app to help your child to build greater number confidence and fluency. The **subitizing** tab is appropriate for Reception children at this stage. Subitising is the important skill of recognising how many things are in a group without having to count them one by one.

Expressive Arts and Design

This week, we will be inspired by autumn to get creative! We will be using a mix of natural materials and learning the skills of printing and making nature paintbrushes!

In Music, we will be learning how to sing our song Big Red Combine Harvester for our Harvest Festival.

Communication and Language

We will be introducing the children to P4C. P4C is philosophy for children. In its early stages, children are given a question to explore as a class. We will be working on listening, taking turns and helping the children to express their ideas, thoughts and feelings to questions relating to our text ***Where the Wild Things Are.***
Was it a dream? Were the monsters real? Were the monsters people dressed up? Did Max plant seeds in his bedroom? How come his supper was still hot?
We will then move onto our BIG questions:
How can we tell whether it is a dream or not? How do we know when we are dreaming?

Parent contributions to the Early Years Foundation Stage Profile.

WOW!

Gold Form



Name: _____ Date: _____

Parents Evening

Teachers will inform you if your child is on track to meet their Early Learning Goals.

If your child is not on track, we will discuss the strategies in place that we are using to support them.

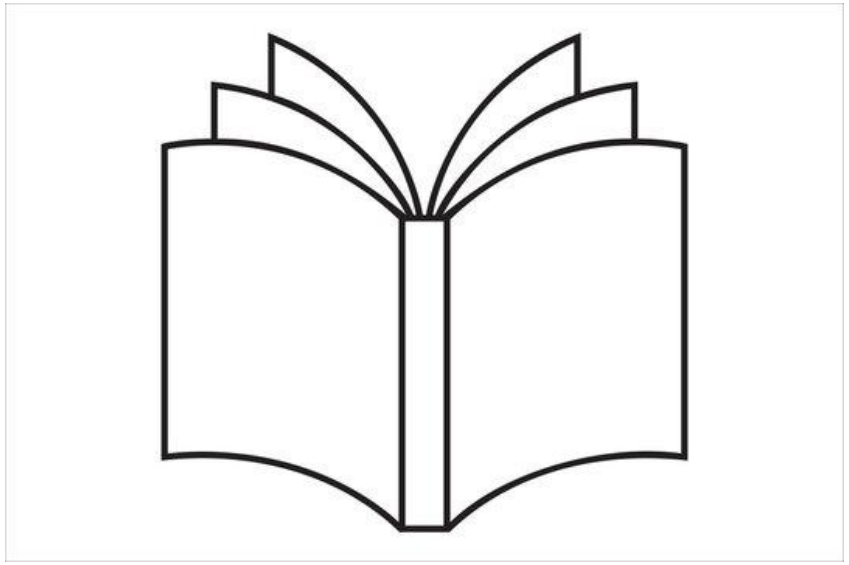
Children will be given targets to work on for the remainder of the Spring and Summer term.

Come and Look at Books

Tuesday 3rd February

3:30-4:00

- Come and see the children's work so far
- Talk to them about their learning
- Ask your child's teacher questions you may have



Any questions?

