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Guidance

# Exemplification of EYFS profile 'expected' descriptors

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## Exemplification materials

# 1.

The [exemplification materials](#) establish the national standard for the level of learning and development expected at the end of the early years foundation stage (EYFS). There are materials for each of the 17 early learning goals (ELGs) of the EYFS profile.

The materials provide a single point of reference for:

- practitioners to make accurate judgements for each child's attainment
- moderators to assess the accuracy of practitioner judgements
- year 1 teachers to use EYFS profile outcomes to plan effective provision
- other stakeholders who wish to evaluate children's learning and development

There is no prescribed method of gathering evidence as a foundation for EYFS profile judgements. The exemplification includes a variety of evidence and forms of presentation to demonstrate some of the ways in which information may be gathered. The materials include:

- 'one off' observations
- samples of children's work
- photographs contributions from parents

Practitioners will also build up a significant professional knowledge of each child. This won't be recorded but it must be considered when EYFS profile judgements are made.

# 2.

## Using the exemplification materials

You should use the exemplification materials to ensure your judgements are

accurate and consistent by considering each child's learning and development in the light of:

- the area of learning
- the level of development expected at the end of EYFS for each ELG, informed by the exemplification

It is important to understand that each set as a whole illustrates the 'expected' descriptor. The information illustrates the pitch and breadth of a particular 'expected' level of learning and development. No one piece of evidence meets the ELG as a standalone item.

You should always view exemplification materials in the context of a specific aspect of learning in order to retain an accurate focus. However, please remember that a child's learning and development are not compartmentalised; focusing on one aspect of learning will shed light on several other related areas.

# 3.

## **Areas and aspects of learning of EYFS and their associated ELGs**

The ELGs are listed below. A child can use their established or preferred mode of communication for all the ELGs except Speaking. In this case you should give additional detail about their understanding and preferred means of communication should in their EYFS profile record.

### **3.1 Prime areas of learning and their associated ELGs**

#### **Communication and language development**

This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

ELG 01 Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking: children express themselves 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 ideas or events.

### **Physical development**

This involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

ELG 04 Moving and handling: children show good control and co-ordination 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.

ELG 05 Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy

and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Personal, social and emotional development**

This involves helping children to:

- develop a positive sense of themselves and others
- form positive relationships and develop respect for others
- develop social skills and learn how to manage their feelings
- understand appropriate behaviour in groups
- have confidence in their own abilities

ELG 06 Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 07 Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG 08 Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## **3.2 Specific areas of learning and their associated ELGs**

## **Literacy**

This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials for example books, poems, and other written materials to ignite their interest.

ELG 09 Reading: 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.

ELG 10 Writing: children use their phonic knowledge to write words in ways which match their 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.

## **Mathematics**

This involves providing children with opportunities to:

- practise and improve their skills in counting numbers, calculating simple addition and subtraction problems
- describe shapes, spaces, and measures

ELG 11 Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 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.

### **Understanding of the world**

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

ELG 13 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.

ELG 14 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 might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

ELG 15 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.

### **Expressive arts and design**

This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

ELG 16 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.

ELG 17 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.

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