



Early Learning Goals

Guide for Parents

What are the Early Learning Goals?

The Early Learning Goals (ELGs) describe the level a child should reach by the end of Reception in the 17 areas of learning. Teachers use their observations and knowledge of each child to make their judgements. This is then reported to the local authority at the end of the Reception year and to parents through their reports and is also shared with Year 1 teachers to help them plan next steps in Year 1.

Where children reach the expected level of development in an area, we report it as 'expected', and where an ELG is not reached, this is reported as 'emerging'.

How do we help children achieve the Early Learning Goals?

Firstly, we ensure we build an excellent relationship with each child. We learn about their interests, their strengths and areas for development. We work closely with parents and meet regularly to discuss progress and next steps. We focus largely on the Prime Areas of learning, knowing that these create a firm foundation for all subject specific skills and knowledge to be built. Encouraging communication, independent thinking and doing and building and maintaining friendships is central to everything we do.

Next, we create a learning environment that promotes independent learning and allows children time to develop knowledge and skills through their interests. We provide support through sustained-shared thinking.

Finally, we are adaptable and creative, focussing 100% on how we can help each child progress through every interaction we have with them. Instructing, demonstrating, encouraging, explaining, pondering... we nurture a 'can do' attitude and know that building resilience will have one of the greatest impacts on a child's learning now and into the future.

What is your role as a parent?

We know that you as parents (or carers) are the most important educators in your child's life. We know you want the best for your child and together, we can make that happen. We want you to work in partnership with us, attending meetings when you can, coming into school when invited and sharing information with us and checking in with us from time to time. Above all, NEVER feel like you cannot chat with us about how your child is doing or what you can do at home to help. Please remember though, all children are different – unique - and it's unfair to compare your child to other children in their class (or their brothers and sisters).

Children do fall behind when they do not attend school regularly, so help your child get to school everyday and on time with all the things they need. Support is always on hand to help with this.



Here are the Early Learning Goals:

Area of Learning	Aspect	Early Learning Goals
Communication and Language (C&L)	Listening, Attention and Understanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 (PSED)	Self-Regulation	<ul style="list-style-type: none"> • 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.
	Managing Self	<ul style="list-style-type: none"> • 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.
	Building Relationships	<ul style="list-style-type: none"> • 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 (PD)	Gross Motor Skills	<ul style="list-style-type: none"> • 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.
	Fine Motor Skills	<ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Area of Learning	Aspect	Early Learning Goals
Literacy (L)	Comprehension	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
Maths (M)	Number	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Area of Learning	Aspect	Early Learning Goals
Understanding the World (UtW)	Past and Present	<ul style="list-style-type: none"> • 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.
	People, Culture and Communities	<ul style="list-style-type: none"> • 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, nonfiction texts and (when appropriate) maps.
	The Natural World	<ul style="list-style-type: none"> • 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
Expressive Arts and Design (EA&D)	Creating with Materials	<ul style="list-style-type: none"> • 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.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • 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.