



EYFS Profile exemplification for the level of learning and development expected at the end of the EYFS

Literacy

ELG09 – 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.

Exemplification of expected descriptors

This document demonstrates national standards for one of the 17 Early Years Foundation Stage (EYFS) Profile Early Learning Goals (ELGs). It shows the level of learning and development expected at the end of the EYFS.

The collection of evidence in this document illustrates the 'expected' descriptor. No one piece of evidence meets the ELG as a standalone item; together they illustrate the pitch and breadth of a particular 'expected' level of learning and development.

This document illustrates how information can be gathered to support EYFS Profile judgements using a variety of evidence and forms of presentation. However there is no prescribed method of gathering evidence, nor any expectation that it should be recorded as shown in this document. The exemplification is not intended to be an exhaustive list for schools to follow.

The examples in this collection include 'one off' observations, samples of children's work, photographs and contributions from parents. Many methods of recording a child's attainment are not included in this exemplification for practical reasons (for example video recordings). Practitioners will also build up a significant professional knowledge of each child which will not be recorded but which must be considered when EYFS Profile judgements are made.

When completing an EYFS Profile, practitioners should make a best-fit judgement for each ELG. Practitioners must consider the entirety of each ELG, taking an holistic view of the descriptor in order to create the most accurate picture of the child's overall embedded learning. Sections of each descriptor must not be seen in isolation.

Exemplification material should always be viewed in the context of a specific aspect of learning in order to retain an accurate focus. However, practitioners should be aware that a child's learning and development are not compartmentalised. Focussing on one aspect of learning will shed light on several other related areas.

The information in this document should not be regarded as either exclusive or inclusive of any child, no matter what their background or family circumstances. It is intended to be used without bias, preference or discrimination and schools and practitioners must ensure that they operate within all aspects of the statutory EYFS framework.



Darcy reading in the outside classroom

Darcy was very pleased when she found a familiar book, "It's this one! It's about a mole. That's where it says mole." Then she added, "I can't read it yet because I don't know all the things yet." She turned to the first page and exclaimed with a broad smile, "Oh I can! That says baby. I've got a new baby! " She read most of the first 3 pages. She sound talked - it, it's, nest, big and help and used contextual clues for more complex words. She was supported with the word 'waited'. She then continued to tell me the story. She used picture clues, talked about the details in the illustrations and characters feelings. "I think that the little bird is his friend. That's good news. " She made connections and was very pleased with one page when she exclaimed, "He's reading a book like me!" As she turned to the last page she said, "And that's the end."

Individual children take home Ben the Bear. Martha had taken home Ben. On her return to school she confidently read what her mum had written in the book that accompanies Ben home with the children.

'That word there says 'bear' said Milo. Milo was sharing a book with his sister Kitty.

"In books they use capitals, sometimes I copied them."



Harry asked for a map of China, we went to the library and found an Atlas. Harry turned to the page with the flags on. He looked along the flags in alphabetical order.

"Ah, this one says China 'Ch-i-n-a'. Now I can make my map. In China they have mountains as in India."

Approached reading area and spotted the giraffe and read the sign next to him 'I am lonely please read me a story' and sat down to share a book....

Phonics

Reading two-syllable words - read 'cool bag' by reading 'c-oo-l' 'cool' then 'b-a-g' 'bag' "Cool bag!"

'What's in the Box?' game. Reading CVC words and matching to pictures - Read 'pig', 'net', 'dig' and 'pu'.

Matthew tried hard to read the words on the menu in the cafe role play area blending "ham" and "jam" on the sandwich menu.

Lauren had a bag and asked me to guess what was in the bag. I asked for a clue she said "I'll sound it out for you" P-U-P-I-T - its a puppet!!

This is a m-u-d pie.
Well its not chicken because it begins with m. He stopped and thought mud - it say m-u-d.

Ty was reading The Gruffalo. He looked at the word Gruffalo & sounded out g-r-u-f it must be gruffalo!

Ty was reading independently, he sounded out 'mud', he looked at the picture and read 'mud'."

Sorting fiction and non-fiction books in continuous provision
'That's a non-fiction.... they have an index. That's got pretend pictures - it's a story book'

Listening to an adult read a Mr Men Story.
Commented 'Oh he's really angry now! It's not because he's nervous. He's angry because he let the dinghy go'

Matthew read a book about a café with complaining customers to 'Top Bear' in the reading corner. Matthew told him where to start "You start at the front not there!" He was able to blend CVC words. He blended: "This fish is too hot. This fish is not hot". "When will my fish come?". When asked: "Why do you think she's shouting where's my fish?!" He replied "She's hungry because she hasn't got any yet!"



"There's a girl called Molly in this book, (laughs) That's my name".

When looking at Owl Babies Ty said O for owl, S for Sarah B for Bill. My Grandad is called Bill.



Tom began by carefully selecting a book that we had read, telling me, "This is the one from last week isn't it!" He talked to himself as he carefully turned each page, sounding out phonically regular words on the first two pages - bus, pig, up and but, and locating tricky words - 'the' and 'said'. He continued to tell the story in his own words. He used many of the repeat phrases, "But *please* don't chat to the bus driver...." "I won't." said the (correct animal) And he *did!*" He stressed the words and showed an awareness of audience. He talked through each page using picture clues and his previous knowledge about story pattern to support. Although I was there, he seemed for the most part to be reading the story to himself except at the end when he explained to me, "It's a funny book 'cos they did it when they said they wouldn't!"

Context

Mohsin is making a pizza and reading the instructions on the card.

Observation

Mohsin looked carefully at the instructions to make pizza as he constructed his own.

He read

'Put the ch....ee...s....e cheese on top. Put it in the o.. v..e.. n. oh its says oven. It sounds like a u!'

Later Mohsin used the photos of him making pizza and the instruction sentences to explain to the class reading each instruction as he did so.



Abs out story of 'Goldilocks and the three Bears' with two other children. He asked if he could use a squeaky voice to play the part of Baby Bear, stating 'I can do a really good squeaky voice!'

Context – Parental observation

Amber is at home with her mum. She reading her book and then goes and plays on her laptop

Observation

Amber has read all her book clearly and used different voices for speech as she reads it. she has also read the first page that the adult should read and only struggled with the word 'wrong'

She then decides to play on her learning laptop and was spelling simple words like cat, car, hat, fork completely independently sounding them out as she did so.



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