



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

Communication and language

ELG03 – 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.

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.



Sketch - experimenting with instruments.

Coby talked as he experimented.

Rainstick -shaking at first then tipping.

"Mmm, this is interesting. It's from Chinese I think. It sounds like balls, tiny balls. It's rain and..... and like thunder."

Cabassa- Shaking at first then asking a practitioners- "How does this work?"

"It sounds like scraping."

"It's really hard."

Giving to peer- "Can you do that? Try then! I'll hold it and you do it!"

Shaker- "This one's like snow! Remember when it snowed a bit ago. It was brilliant! We made a snowman he was even taller than me."

Coby continued to work with the instrument playing a complex and repeat rhythm of short and long sounds.

Sketch

Lyla worked with a group making natural sculptures in response to looking at the work of Andy Goldsworthy.

She talked the activity through as she worked, "That looks a bit like a spiral.....this feels rough!" Look!.. The sun!"

When she had finished she explained what she had learnt, "I learnt about resources, wooden resources, leaves, curled up leaves. I liked putting the resources in different places to make it how I wanted to!" She added thoughtfully, "I learnt how to dream about stones and rocks and leaves."



When she had finished she said proudly, "I want everyone to see it!"

She took this photo of her work. "I can take photos. I know how to 'cos Miss Ford told me yesterday. I'm going to do it again when I make something special."

Context

Sam is in the role play area – the vets surgery

Observation

Sam has taken the dog and written an appointment on the appointment sheet. He rewrites the appointment on an appointment card and fills in some Pet details giving them both to me.

'I am going to operate on the dog. He's broken all his body, a policeman...no a robber jumped all over him when he had broken into a house. I can mend him though.....come back for him in 5 days



Pet Details

My pet's name: GO GO

Type of animal: GO

Symptoms:

1.3.

Treatment:

GO - 1

Signed: _____ Date: _____

Appointments

Time	Name
8:00am	GO GO
9:00am	GO GO
10:00am	
11:00am	GO
12:00pm	
1:00pm	
2:00pm	
3:00pm	
4:00pm	
5:00pm	

Context

Anoop and Amy are in the café role play area

Observation

Anoop – 'What would you like to eat?'

Amy – 'Cake'

Anoop – 'Actually we don't have cake'

Amy – 'Don't you have any cake?'

Anoop shrugged and shook his head

Adult – 'Whats happened to the cake?'

Anoop – 'Erm. Some people stole them so we just have ice cream, hot dogs, eggs, melon and grapes'

Amy – 'grapes'

Anoop – 'O.K coming right up. Grapes.....here you go'

Context

Sam had spent 10 minutes building a construction with the wooden blocks.

Observation

'This is my road for my car. There is water down there so you have to go really slowly at the side of the road so as not to fall over the side. My dad drives slowly near the water'

Context

Sasha comes over to Lily who is in the mark making area.

Observation

'Lily I cant come to your party because I am going to my other friends house after school and then to swimming lessons and ballet lessons'

Matthew played with the small world characters with Jacob and they took it in turns to retell the story of 'Goldilocks and the Three Bears'.

M: *"Mummy bear made some porridge and she gave it to daddy bear and she gave it to baby bear and then they said 'it's too hot'. And mummy bear and daddy bear and baby bear went for a walk".*

J: *"Then Goldilocks came. She ate... First she tried daddy bear's porridge and it was too salty then she tried mummy bear's and it was too sweet then she tried baby bear's and it was just perfect!"*

M: *"Then she tried the seats and she tried daddy bear's one but it was too hard and she tried mummy bears one and it was too soft and she tried baby bears one and it had a pillow on it and it was just right! And she broke it! And then she went up to the stairs and went to try daddy bear's bed and it was too hard and she tried mummy bears but it was too soft and she tried baby bear's one and it was just right! She fell asleep and the bears came back and she ran away."*

(Transcript of tape recording using easi-speak microphone).

They enjoyed listening to their story re-play afterwards.

At the water tray Matthew dropped different objects into the water and guessed if the objects would float. "I think the apple will sink because it's fat. I think the brick will sink because it's heavy. I think it (plastic lid) will float because it isn't that heavy" .

The group had been studying nocturnal animals and looking at factual books. Zak showed a growing understanding of the natural world when working in clay. He explained, "I like bats because they fly and because they eat flies. They wake up at night because they want to play with the animals. Bats! They sleep all through the day. They wake up in the night..... Is it hibernation? ...no Nocturnal!" When asked if he knew any other nocturnal animals he answered, "Owls, spiders, hedgehogs(Zak paused and thought)..... and what about crabs? Are they nocturnal?"

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?"



Daisy used the mobile phone in the jungle campsite. She said number names as she pressed the buttons.

"Hello, it's Daisy. Yes, I'm in the jungle, are you coming to visit?"
Yes, yes, it's really hot here and we've got a baby tiger... ok, bye!"



Molly got her file out from the shelf.
She laid it open on the floor.

"I remember doing this" she commented on a photo.

"Oh, look, I'm not very good at writing here - ha, ha - I'm much better than that now."

Enjoys looking at own work and noting changes in ability with pride.



"I've just rescued this baby from a fire, that's what firemen do, and cats that get stuck in trees."

"You be the ambulance lady - so you can take the baby to hospital (passes baby to P)"

"Quick, there's another fire, I need to go - Nee Naw Nee Naw - I'm coming!"



The children were very excited when they saw the tadpole and frog habitat area. They looked with care and interest and talked about what they could see. The group had been working on life cycles and had looked at factual books.

Erica - "I can see 1,2,3,4,5,6,7,8,9,10!!! They've all turned big with this max-i-fyer glass! These are frogspawn eggs. They go into frogs. They're going to get legs next. Remember from that book yesterday."

Caden tried to count the tadpoles - "I guess 60. One's swimming. Look how fast he is! He's wiggling his tail. Look, the magni-glass makes it bigger. It's come out of a cocoon.....no, an egg."

Erica - "Is that the frog egg? Because it's see through and has black beans inside."

Caden - "I think it is..... Tadpoles come out of that jelly and then tadpoles turn into frogs. We eat jelly but not that one, yuck! We ate jelly at my birthday last week."

The 2 children moved on to work in the frog habitat.

Erica found a small plastic frog - "Mine's got red eyes. He must be allergic! Remember about the colours in that big book."

Caden - very seriously - "Is it poisonous? Red means it's got poison in it."

Madison enjoys working alongside others. She particularly enjoys working with adults.

She mirrors what they do, asks questions and answers relevant questions appropriately.

Whilst working in the garden with Gardening Grandad...

Are these ones weeds? Shall I pull them up...? How do you know what are the weeds?

(~~Q~~ You learn which ones when you have been gardening along time like me?)

Oh will I know when I am a big girl? It's o.k you can show me before in 'big'."

We are building a house Mrs G. This is where the door is (pointed to an opening) We need to put the roof on. Balance it here, L you need to hold that bit, yep that is it. It is getting higher and higher. There! It is ready come on let's go inside. We need a blanket to sit on so it is comfy.

Snapshot obs of children outside building a den independently. Confidently communicating with teacher.

Ben -

We had a film
yesterday about a creature.
Guess what it was I'll give
you a clue, it is similar
to a spider. Has legs, can
you guess? Do you need
another clue?

Snapshot observation of
informed conversation.
Ben is using correct tense, able
to engage the listener by using
his questions. He is beginning
to connect ideas by saying it is
similar to a spider.

Joel has just read to his
class teacher and is told
to go and get a sticker
for good reading.

He passes the TA and
explains "I've got three
stickers and if anyone
thinks I am stealing it,
I'm not, because they
can ask Harry because
I have just read to get
my sticker."

Qobid was measuring things with a metre stick. He measured the trays. He said "the trays are bigger than the stick, it's 90 metres, I mean 90 centimetres." Qobid measured a basket. "I think this is 8 cm". He measured himself. "I am bigger" he said, "but not as big as the school". He held the metre stick in the air to see if he could reach the ceiling. "I'm not big enough". Miss Chamberlain asked Qobid who was the biggest out of her, Miss Williamson and Qobid. Qobid thought miss Chamberlain was the biggest. He stood back to back with Ethan. "Ethan is bigger than me this much," he said; using his hands to show how much.





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