



Bringing Early Expectations To Life

Barnes Farm Infant School

EARLY LEARNING GOALS

- ▶ By the end of Foundation Stage all children are assessed against the 17 Early Learning Goals (ELG). The ELG's are a collection of statements which sets out the expected level of attainment at the end of the EYFS.
- ▶ There are 17 ELGS drawn from seven areas of learning.
- ▶ At the end of the year they will be assessed as either: Emerging, Expected or Exceeding.
- ▶ These levels will be shared with you on your child's report and discussed at the final parents evening.
- ▶ 'Emerging' - working towards the ELG.
- ▶ 'Expected'- achieved the ELG.
- ▶ 'Exceeding' - working significantly above the ELG and met the 'exceeding' outcomes.

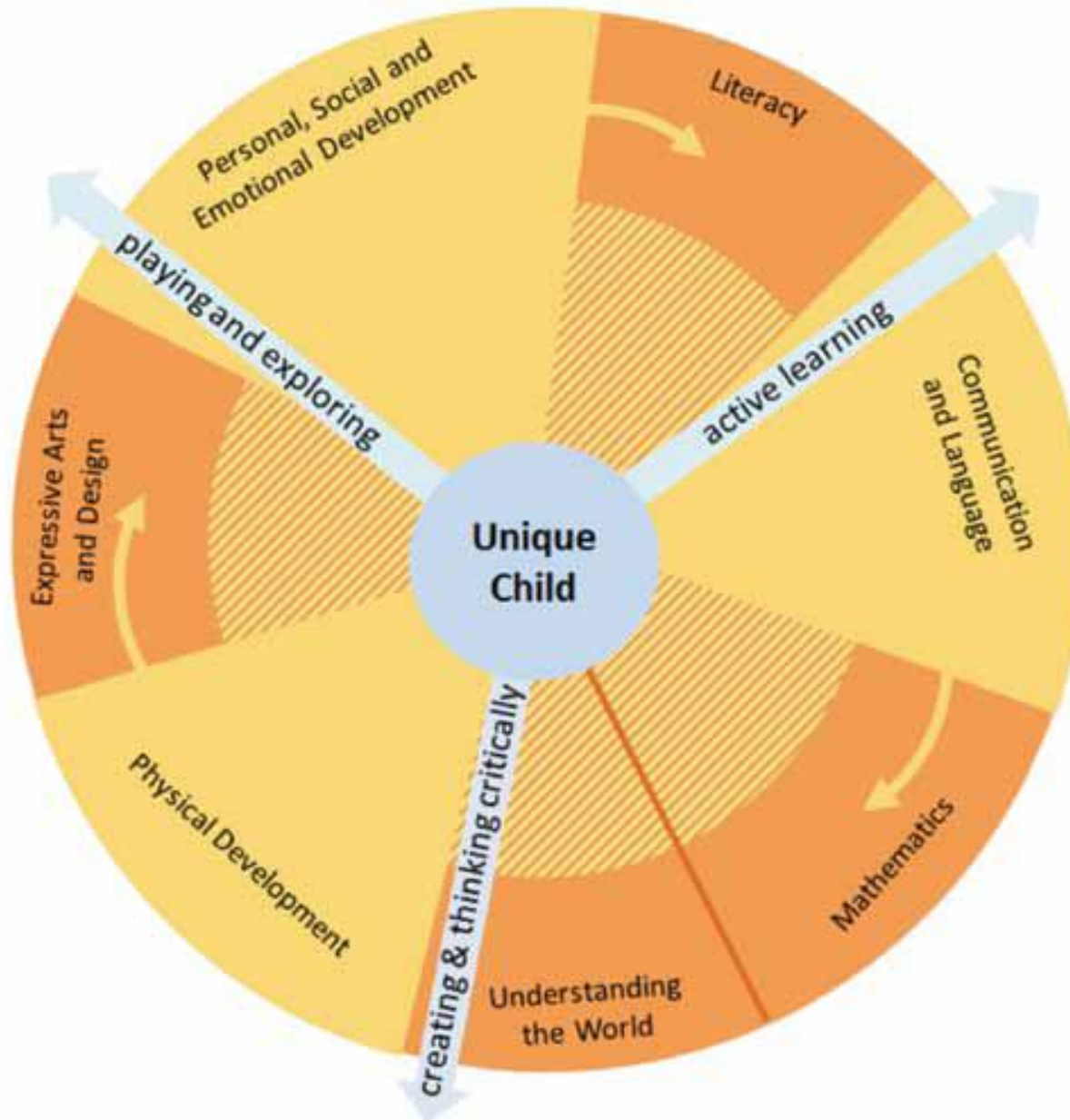
7 areas of learning

The 3 prime areas are;

- Personal, social and emotional development (PSED)
- Physical development (PD)
- Communication and language

The 4 specific areas are;

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design





Reading

Expected:

- ❖ Read and understand simple sentences
- ❖ Use phonic knowledge to decode regular words and read them aloud accurately
- ❖ Read some common irregular words.
- ❖ Demonstrate an understanding when talking with others about what they have read.

Exceeding:

- ❖ Read phonetically regular words of more than one syllable as well as many irregular but high frequency words
- ❖ Use phonetic, semantic and syntactic knowledge to understand unfamiliar vocabulary
- ❖ Can describe the main events in the simple stories they have read



Reading

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!"

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!"

Assessment Focus

1. Use a range of strategies including accurate decoding of text to read for meaning.
2. Understand, describe, select or retrieve information, events or ideas and use quotation and reference from text.
3. Deduce, infer or interpret information, events or ideas from text.
4. Identify and comment on the structure and organisation of texts, including grammatical and presentational features.
5. Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level.
6. Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.
7. Relate texts to their social, cultural and historical traditions.

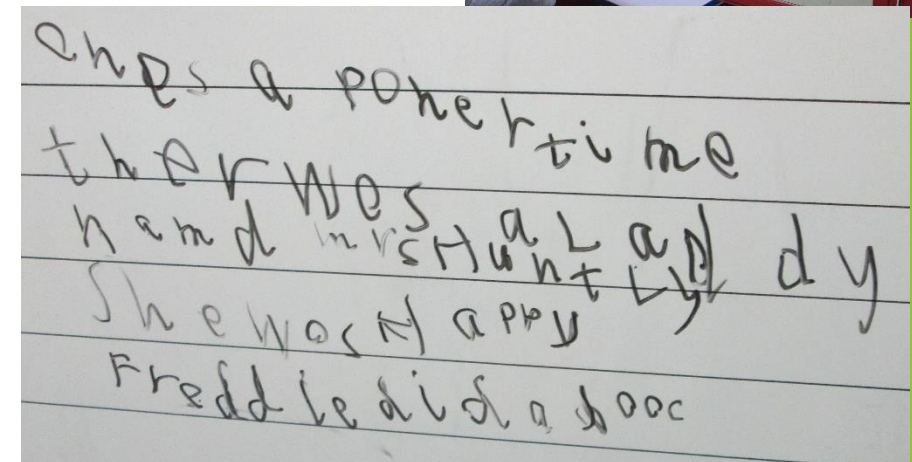
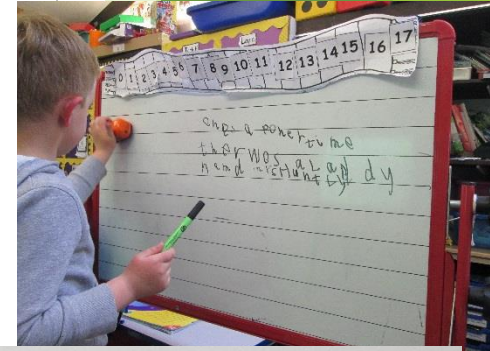
Writing

Expected:

- ❖ Children use their phonic knowledge to write words in ways which match their spoken sounds
- ❖ Also write some irregular common words
- ❖ Write sentences which can be read by themselves and others
- ❖ Some words are spelt correctly and other are phonetically plausible

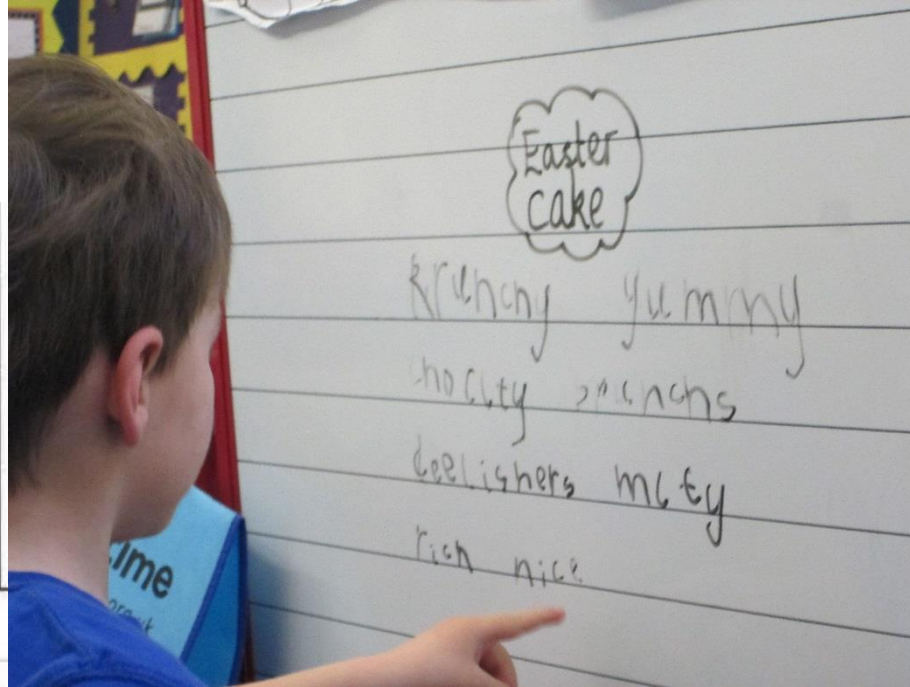
Exceeding:

- ❖ Children can spell phonetically regular words of more than one syllable as well as many irregular but high frequency words
- ❖ Use key features of narrative in their own writing



Writing

once a poho time
then luvd a boy
with his Mummy
he tuc his cow
to the market
he sar a od man
who sals the
magic beans
mummy frad the bees
a wal



LOST HONEY-BER
He is funny and
Goldish yellow. He looks proud
and a bit dence wid a
sowd on nose.



abc
bea
pasta
and



I Watched a
dinosaur movie
it was sooper
exsiting

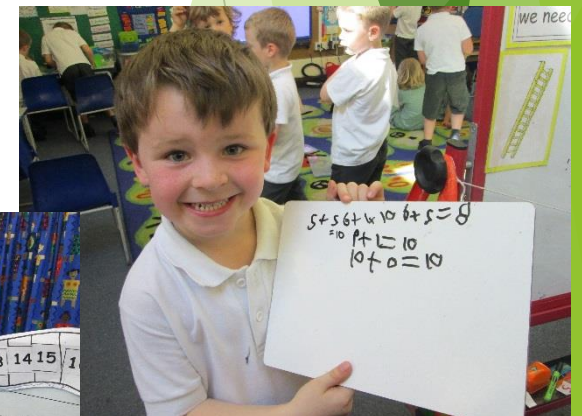
Number

► Expected

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.

► Exceeding

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.



Expected Levels of development

'B' proudly showed a spider she had made.

"Oh no! It's got 7 legs now. One must have fallen off. I'm going to glue another leg so that it's got 8 again."

Observation: Christopher confidently place the number plates on the scooters and cars. He placed them in the correct order 1,2, 3, 4, 5, 6, 7, 8, 9, 10. With Kia and Ethan they matched the scooters and bikes to the correct parking spaces.

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.

Buying bugs

A group of children were looking at photos of insects in the role play area. They were asked 'If you went to the shop to buy a bug could you use the coins to pay?'

Kerry-Ann said 'I want a butterfly, how much are they?'

I said 'that's 5p' She picked up a 5p coin and gave it to me. I said 'if there were no 5p coins in your wallet what coins could you use?' Kerry-Ann picked up a 2p and a 1p and counted to 3. She said I need 2 more and found a 2p coin. She counted the amount by tapping twice on the 2p coins and once on the penny coin. She said 'there, that's 5p'

The doubling halving and sharing within the ELG is in relation to practical contexts and within routines.

Children with effective learning characteristics in maths:

- are willing to have a go
- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do



C put two wheels on one side of his lorry. Now double it. He put two on the other side. "That's four"

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"

Exemplification Videos

Trap for Baddies: (EAD/Technology/Literacy/PSED/C&L)

<https://www.youtube.com/watch?v=fsyaDbq-fFI>

Show jumping: (EAD/PSED/C&L/Number/Literacy)

<https://www.youtube.com/watch?v=HuP3CaVRMg8>

Getting creative: (EAD/PSED/C&L)

<https://www.youtube.com/watch?v=LZEARBwUU4M>

Number Line: (Number/PSED/C&L)

<https://www.youtube.com/watch?v=SYhhCcokBF8>