



# Telford Infant School

How children are assessed in reception

# What Is the EYFS?

**The Early Years Foundation Stage** covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

Also included in the EYFS are the **seven Areas of Learning**. They are:

## Prime areas

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**

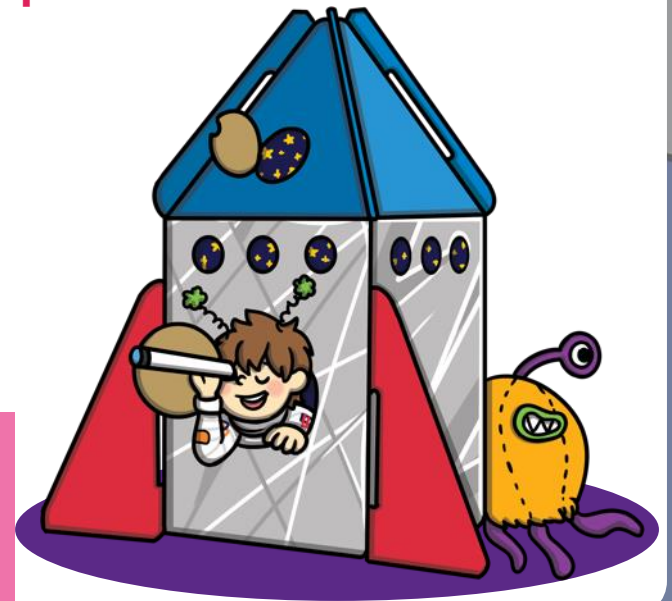
## Specific areas

- **Literacy**
- **Mathematics**

## Other

- **Understanding the World**
- **Expressive Arts and Design**

At the end of the EYFS, there are **17 Early Learning Goals** that children are assessed against.



# How we observe learning

- Observing your child learning helps us to understand what they know and what their next steps are.
- At Telford we use tapestry to record observations for general learning and for reading (this may change dependent on learning experiences at school).
- We also informally assess the children in areas such as phonics, maths, reading and writing.
- Your input into your child's learning achievements via tapestry is also key as this provide us with a whole view of your child



# Development Matters

In reception we use a document called '**Development Matters**'. This provides a structure to understand child development in the different Areas of Learning.

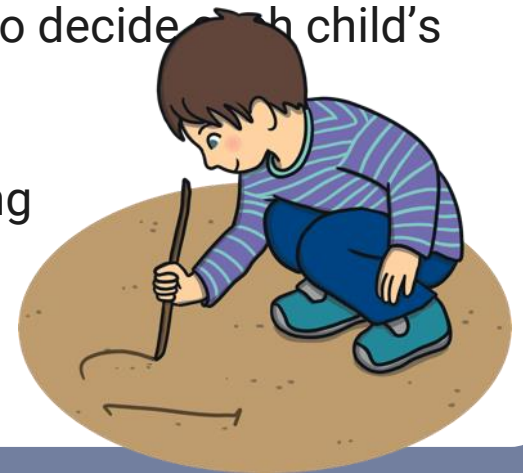
We use this alongside our long term and medium term curriculum plans.

Children are assessed against the stage of education they are at;

- Birth to three
- Three to four year olds
- Children in reception

Staff use their own knowledge of child development to decide on each child's next steps and support needs.

These allows freedom for adults to plan to the learning and interests of the children in their class.



# The Early Learning Goals

At the end of the reception year, children are assessed against the **17 Early Learning Goals**.

It is important to remember that:

- The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
- The ELGs are not the EYFS curriculum. They should not be used to be taught to, they are just an end point.

Changes have been made to the Early Learning Goals so that they are now clearer, easier to use and understand.

They have also been adapted to better match up with the national curriculum in year 1. This will help children to be better prepared for their move to the next key stage.

Exceeding judgements have also been removed. Children are now encouraged and challenged to have a greater depth and understanding of things before moving onto new learning.

# A good level of development

- We make our judgements against the Early Learning Goals (ELGs) in June and will provide parents with these as part of your child's report.
- Children are defined as having reached a **Good Level of Development** (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime and specific areas of learning
- **Prime areas**
  - **Communication and Language**
  - **Personal, Social and Emotional Development**
  - **Physical Development**
- **Specific areas**
  - **Literacy**
  - **Mathematics**
- You will have the opportunity to speak to your child's class teacher about the report.
- Reception teachers will discuss your child's progress and next steps with their new Year 1 teacher.

# The importance of developing communication and language skills

- The new curriculum places much more emphasis on children's communication and language skills.
- Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
- Conversations between adults and children, but also children and their peers should be encouraged.
- Good language skills are the basis for all other learning and social interaction, so we put a high focus on this
- At Telford we put our 'wonder words' of the week on tapestry under memos – you can help your child by talking about the meaning of these words.



# Literacy ELG - Word Reading

- Say a sound for each letter of 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.





# Literacy ELG - Comprehension

- Demonstrate an understanding of what has been read to them by retelling stories and narrative 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.



# Reading – What can you do to help?

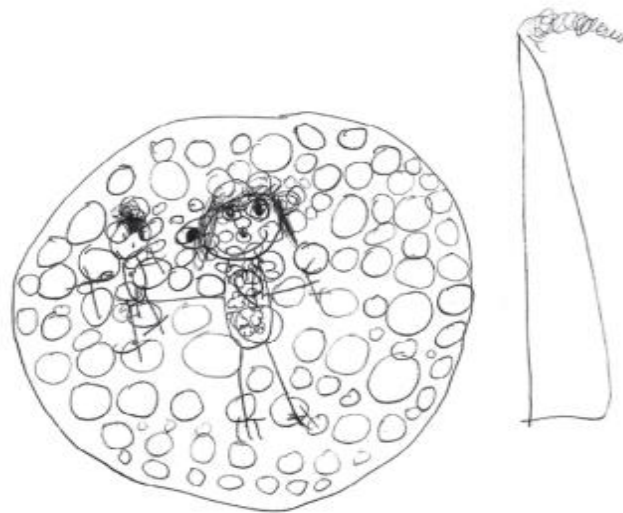
- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and so should be shown to children, as well as practiced by them regularly.
- Children are also encouraged to use story ideas in their play.
- At Telford we promote language and communication through a love of reading and encourage parents to read at least 3 times a week and record this on tapestry.
- Reading books are changed twice a week



# Literacy ELG - Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying the sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others





on saturday I  
Went to the  
metrodoam  
I swam and played wivsar  
I went on the slide

Oscar had spent over 40 minutes building a giant's castle with a small group. It was nearing the end of the session and he was keen that it was not taken down. "We need a notice now!" he announced, "I'm going to make it!" He organised himself in the writing area. This is what he wrote!

'Pleze doant BRak the casle' (Please don't break the castle)



pleze doant  
BRak the  
casle

# ELG - Mathematics

## Number

- 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.





# ELG - Mathematics

## Numerical Patterns

- 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



# Understanding oral health

- Under the new EYFS curriculum we are required to teach children the importance of brushing teeth.
- We focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why.
- Getting into good routines from a young age is important as these often continue into adult life.
- We promote oral health in our Spring 1 topic 'When I Grow Up' and ask parents to support this through teeth brushing and providing photos of their child's teeth throughout their early years.





# Summary

We hope that you have a better understanding of the Early Years Foundation Stage and how we assess your child.

If you have any questions about your child's learning please speak to your child's class teacher or email [admin2326@welearn365.com](mailto:admin2326@welearn365.com)

