

EYFS Assessment areas guidance

Is the child demonstrating characteristics and skills typical of a child of that age?

*** The guidance statements in blue are for Reception teachers at the end of the Early Years Foundation Stage i.e., in the Summer Term of the child's reception year ONLY ***

Listening, Attention and Understanding

- Does the child understand more than they can say?
- Do they listen and respond to spontaneous one step instructions?
- Can they shift their attention?
- Do they make comments about what they have heard and question their understanding? (ELG)
- Are they able to listen and comment in whole class discussions? (ELG)

Speaking

- Can they start a communication with others?
- Are they using vocabulary similar to others of the same age?
- Can they speak to an adult and ask for help?
- Are they able to express themselves without becoming frustrated, upset, or aggressive?
- Do they have 50 words that they say by the age of 2 years old?
- Do they offer explanations and participate in discussions by sharing ideas? (ELG)
- Do they use full sentences with correct tense and use of conjunctions- with support for their teacher? (ELG)

Self-regulation

- Can they recognise and express their feelings and needs?
- Can they deal well with frustration if they get frustrated?
- Can they make an independent decision and follow through on it?
- Do they have ideas of their own?
- Do they understand the word 'no' and the boundaries it sets?
- Do they manage transitions well?
- Can they wait for what they want?
- Can they give their teacher focussed attention, respond appropriately, and follow instructions? (ELG)

Managing Self

- Do they show an increasing desire to be independent e.g., feed themselves, dress/undress?
- Are they eating independently, learning how to use a knife and fork?
- Are they becoming increasingly independent in meeting their own care needs e.g., brushing teeth, using the potty/toilet, washing, and drying their hands?
- Are they learning right from wrong and try to behave accordingly?
- Are they confident to try new activities and show independence, resilience, and perseverance in the face of challenge?
- Can they explain the reasons for rules and know right from wrong? (ELG)

Building Relationships

- Do they show an interest in other children?
- Do they make friends?
- Can they build a relationship through gesture and talk?
- Can they share toys and take turns? Can they share with adult support?
- Can they play games with other children?
- Do they interact with other children appropriately?
- Do they respond well to adults?
- **Do they show sensitivity to their own and others' needs? (ELG)**

Gross Motor

- Do they move safely with ease and enjoyment?
- Can they sit comfortably on chairs?
- Do they demonstrate strength, balance and coordination when playing?
- Do they have control of their whole body in large movements, such as waving, kicking, rolling, crawling, walking, jumping, running, hopping, skipping, catching, balancing, and climbing?
- Can they independently tackle steps and stairs? Both feet together or using alternate feet?
- **Do they consider the safety of others in their moving? (ELG)**

Fine Motor

- Can they pick up something small with their first finger and thumb?
- Can they manage buttons and zips, pour drinks?
- Are they developing their manipulation and control by exploring different materials and tools?
- Have they decided which is their dominant hand?
- Are they using one handed tools and equipment?
- Do they have a comfortable grip with good control when using pens and pencils?
- **Do they use the tripod grip in the majority of cases and show accuracy in their drawings? (ELG)**

Comprehension

- Do they have a good range of spoken vocabulary?
- Can they answer questions appropriately?
- Can they tell you about their favourite story?
- **Can they retell and narrate stories using their own words? (ELG)**
- **Can they anticipate key events in stories? (ELG)**

Word Reading

- Are they developing an interest in books? Can they open and enjoy a book?
- Do they take part in songs and rhymes?
- **Can they say a sound for each letter of the alphabet and at least 10 digraphs? (ELG)**
- **Read words and simple sentences that are consistent to their phonic knowledge? (ELG)**

Writing

- Do they enjoy drawing freely?
- Are they experimenting with mark making?
- Can they write some or all of their name?
- **Can they write recognisable letters, most of which are correctly formed? (ELG)**



- Can they spell words by identifying sounds and using letters to represent them? (ELG)
- Can they write simple phrases and sentences that can be read by others? (ELG)

Number

- Do they enjoy stacking blocks, and putting objects inside others?
- Do they take part in number rhymes and songs?
- Can they recite numbers?
- Do they use one to one correspondence when counting?
- Can they recognise how many objects there are without counting each one? Do they know how many there are in total?
- Can they link numerals and amounts?
- Do they show a deep understanding of numbers to 10? (ELG)
- Can they subitise up to 5? (ELG)
- Can they recall number bonds to 5 and some to 10? (ELG)

Numerical Patterns

- Do they build with a range of resources?
- Can they complete puzzles/jigsaws?
- Do they notice patterns and arrange things in patterns?
- Do they understand positional language?
- Can they compare sizes, weights, lengths, quantities?
- Do they explore and talk about 2D and 3D shapes?
- Can they verbally count beyond 20 and show recognition of pattern in the counting system? (ELG)
- Can they compare quantities up to 10? (ELG)
- Can they explore patterns up to 10, including even and odd, doubling etc? (ELG)

Past and Present

- Can they talk about the lives of people around them?
- Can they recall things that happened in the past?
- Do they know some similarities and differences between the present and the past? (ELG)
- Do they understand the past through settings, stories, and books etc? (ELG)

People, Culture and Communities

- Can they make connections between the features of their family and other families?
- Do they notice similarities and differences between people?
- Can they describe their immediate environment using observation, maps, discussions etc? (ELG)
- Do they know some similarities and differences between religions and cultural communities- using class books and discussion? (ELG)
- Can they explain some similarities and differences between life in this country and in other countries? (ELG)

The Natural World

- Do they explore natural materials and phenomena with all their senses?
- Do they explore collections of materials?
- Are they beginning to understand, respect and care for the natural environment and all living things?



- Do they know some differences between the natural world and contrasting environments? (ELG)
- Do they show understanding of some important processes and changes in the natural world e.g., the seasons? (ELG)

Creating with Materials

- Do they explore paint, messy, sensory activities?
- Have they got an interest in making models?
- Do they enjoy exploring colour and colour mixing?
- Can they safely use tools and a variety of material and techniques? (ELG)
- Do they share their creations and explain the processes used? (ELG)

Being Imaginative and Expressive

- Do they respond emotionally and physically to music?
- Do they join in with songs and rhymes?
- Do they explore musical instruments?
- Do they engage in pretend play?
- Do they invent, adapt, and recount narratives with peers and teachers? (ELG)
- Do they sing and perform a range of well-known songs/ nursery rhymes? (ELG)

Welfare Call Tab 5 My Progress guidance

Next to each Area of Learning are the following columns for each term –

‘Working at’ age – drop down tab lists 1, 1+, 2-, 2, 2+, 3-, 3, 3+, 4-, 4, Rec-, Rec, ELG (ELG is only to be used by Reception teachers in the Summer Term).

Start by working out the age of your child in years and months.

Below is a rough guide below of children’s ages and their relevant typical attainment age on the Welfare Call drop-down selections depending on whether they are attaining typically for their age, slightly more or slightly less. Remember this is a best fit judgement based on what you know about children and their typical development.

If they were attaining significantly more or significantly less, you may want to select the older/younger age to show the extent of their attainment difference. The you can select either yes or no to the question ‘Is this a cause for concern?’ to demonstrate that a child may be below typical attainment but making progress relevant to themselves in that area or not.

Child’s chronological age	Doing all the things typical for that age (Welfare Call)	Doing more things than are typical for that age (Welfare Call)	Doing fewer things than are typical for that age (Welfare Call)
2 years to 2 years 5 months	2-	2	1+
2 years 6 months	2	2+	2-
2 years 7 months to 2 years 11 months	2+	3-	2
3 years to 3 years 5 months	3-	3	2+
3 years 6 months	3	3+	3-
3 years 7 months to 3 years 11 months	3+	4-	3
4 years to 4 years 5 months	4-	4	3+
4 years 6 months	4	4+	4-
4 years 7 months to 4 years 11 months	4+	Rec -	4

So, when looking at the drop-down options, a child who is around 3 years 6 months in age and is doing all the things that are typical for that age, would be a 3. If that child were demonstrating higher levels that typical then select 3+, lower would be 3-.