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

Literacy

ELG10 – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
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 been 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. Focusing 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.
Oh Saturday I
Went to the
Metrodoam
Sawanah Playa Wvisar
I Went on the slid.
Context
Ben is in the role play area which is a hospital

Observation

"a packet of tablets and medicine and a can of medicine. This is all."

Ben and Natalie were in the role play area. Natalie is pretending to be poorly. Ben writes out a prescription which will make her better he says.

'A packet of tablets and medicine and a can of medicine. This is all'
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:

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

As he wrote he turned round to tell me, "This very important and special!" He proudly placed his notice on the castle and stood 'on guard.'

Context:
As part of their literacy time, the children had been reading and discussing the story of The Three Little Pigs. During her self-chosen learning time, she went to the computer and independently produced this work.

Text Reads

"The wolf came into the house. Eleanor"

Other links: Reading, Technology
Molly made a Valentine's day card for her mum and dad. "I can spell 'happy', I've done it in birthday cards too - h, a, p, p, y – happy."

"Valentines – hmmm – V, a, l, e, n, t, i, n, s, s".

ELG W, P.D.

What super independent writing. You stretched out each word and spelt them by yourself. You read your caption to me.

**Context**

Harry is on the Autistic spectrum continuum and has no speech.

**Observation**

Harry was observed writing the sentence below independently after singing the rhyme at group time. As he wrote he hummed to himself. After he had done this writing he went to the dressing up box, picked out some green fabric and draped it around his shoulders. He put on some red wellingtons and went outside where he jumped in the puddles.

"Frog is splash in the water"
# Context
The class had been making cards and there was a selection of resources in the mark making area. Scarlet chose to go to this area and independently wrote an invitation to Miss Swaine.

# Observation

Scarlet selected the paper and black felt pen. She copied ‘invited’ from a selection of helpful words. She wrote the key words independently – to, you, area, my and love and she used her phonic knowledge m-i-ss and s-w-ay-n.

She held the pen in her right hand with the correct pincer grip. She confidently wrote a, r, d, e – her letter m and n not so. When she had finished the card she took it to Miss Swaine with a big smile on her face as she read it.

‘To Miss Swayn. You are invited to my party. Love Scarlett F xxxxxx’
How to look after insects

1. Do not stand on them.
2. And neither pick them up.
3. And neither chase them.
4. Feed and friends too.
5. Neither make hots while you make art school.

Spider, caterpillar, ladybird.
The rich resources in the writing area inspired M to write her own version of the traditional tale, (from a previous story telling session).

M proudly tells the practitioner, ‘I’ve written my own story, it’s like the one in the book.’

After setting up an obstacle course, AL wrote, 'start', at the beginning of the course.
Harry's most successful writing comes out of the continuous curriculum opportunities. He is keen to write notices that inform or instruct others as he sees these as important. “I'm writing this because everyone needs to know it!” On these occasions his body language indicates high levels of involvement. He reads this work back with expression.

He is showing a growing interest in writing and can now write his full name, some simple CVC and a few high frequency words. His letter formation is improving and the majority of letters are formed correctly. He uses his phonic knowledge to segment and spell simple words. When attempting to spell more complex words, is able to hear and write the initial and dominant sounds. He is beginning to write captions and simple sentences and is showing a greater understanding of the construction of a sentence. He is also developing left to right orientation.

![Handwritten note]

you can
haf six
pees of
coobr

to harry i wish i cud read
your books to me
I had my dad his sumreyn
it is speeh!

doi- tuch!

Mum
dad
Grammar
UCL tom
ani- m
Sashr
Huddsh
Cidy

Jordans garg
cais
peeks for
1-00wls
McAncks
Cholot
I watched a Dinosaur movie. It was sooper exciting.

Role play - construction site
was playing the site manager,
he showed me his "plan." And then
told everyone what they needed to
build it.

CEH - Creating and
thinking critically,
Planning + exploring
In football you had to warm up. The goalie has to try and get the ball. You need to get a goal.

This child independently went to the writing table and responded to an outdoor football session she had been involved in.

I got a scab from the water slides and went to the caravan with my brother and my mum and dad and nanny and granddad and my cousins came.
goddilocks ate all the porrig. she oso sat on the chair. she went up sters and she went to sleep. daniel.

Amy worked with Amelie to make this picture. She drew a then Amelie wrote the sentence. They talked about it as she wrote.

The litol bair looct owt of his windoa
It is crawlin and is crawlin and is crawlin and is got five legs.

Caterpillars eat leaves. They hav lots of legs. He makes a cocoon.

Helena was fascinated by the snails and spent a long time observing them. She then made a detailed model of a snail, twisting the tissue paper into loops. Finally she wrote a sentence in an arc over the snail, re-reading and correcting a couple of words by herself.

Leaves on the ground. The snail leaves slime on the ground.
LOST

Lost-fluffy wit cat.
it is girl her name
is DIAMOND.

LOST HONEY BEAR
He is fluffy and
Goldish yellow. He look's own
and a bit dirty with a
sowed on nowe.

Lost Honey bear. He is fluffy and
goldish yellow. He looks old and a
bit dirty with a
sowed on nose.

made a poster
about her lost teddy
bear. She looked at
posters within the environment
and went back to change
her title to capital letters.

child initiated
I got a free woblee tooo I can put my tooo in my plessee give a coin love from Bilal

Bilal - independent writing at busy table. Bilal had a wobbly tooth, so he decided to write a letter to the tooth fairy.

We talked about how to look after our butterflies as a class. Ihab decided to make a sign to tell people not to touch them.

I steward the boat. I went on a character tractor. The boat was fluffy.