



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

## Literacy

### ELG09 – Reading

**Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.**

## **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. 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.



### Darcy reading in the outside classroom

Darcy was very pleased when she found a familiar book, "It's this one! It's about a mole. That's where it says mole." Then she added, "I can't read it yet because I don't know all the things yet." She turned to the first page and exclaimed with a broad smile, "Oh I can! That says baby. I've got a new baby!" She read most of the first 3 pages. She sound talked - it, it's, nest, big and help and used contextual clues for more complex words. She was supported with the word 'waited'. She then continued to tell me the story. She used picture clues, talked about the details in the illustrations and characters feelings. "I think that the little bird is his friend. That's good news." She made connections and was very pleased with one page when she exclaimed, "He's reading a book like me!" As she turned to the last page she said, "And that's the end."

Individual children take home Ben the Bear. Martha had taken home Ben. On her return to school she confidently read what her mum had written in the book that accompanies Ben home with the children.

'That word there says 'bear' said Milo. Milo was sharing a book with his sister Kitty.

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!"

Lauren had a bag and asked me to guess what was in the bag. I asked for a clue she said "I'll sound it out for you" P-U-P-I-T - its a puppet!!

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!"

#### Context – Parental observation

Amber is at home with her mum. She reading her book and then goes and plays on her laptop

#### Observation

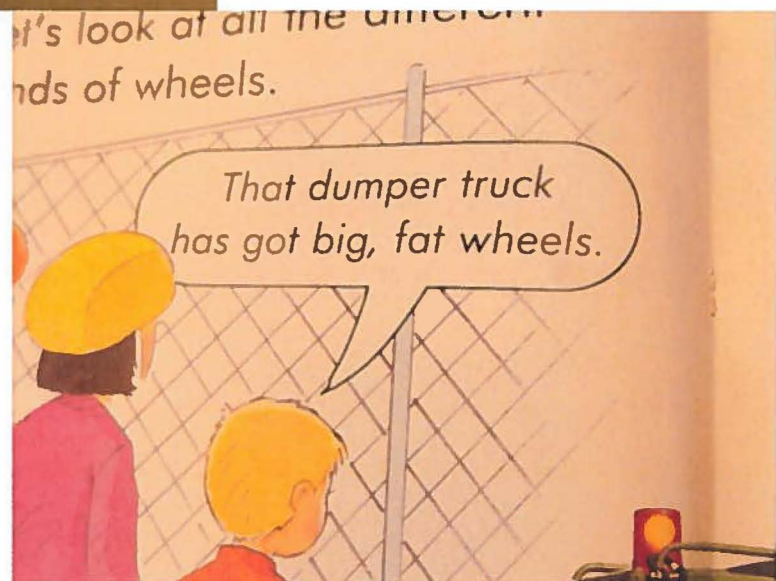
Amber has read all her book clearly and used different voices for speech as she reads it. she has also read the first page that the adult should read and only struggled with the word 'wrong'

She then decides to play on her learning laptop and was spelling simple words like cat, car, hat, fork completely independently sounding them out as she did so.

ELG O9 Reading (speaking, showing awareness of listeners' needs.)

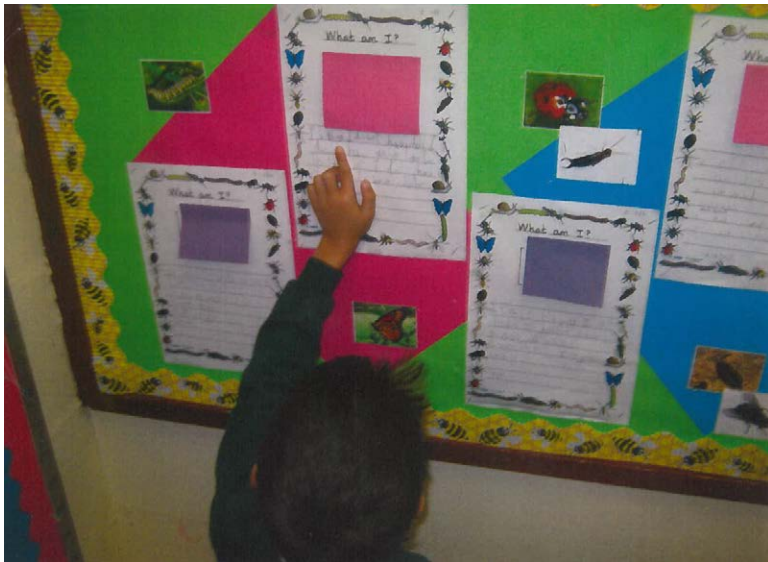
### Context

Alisha is becoming a confident reader, and enjoys choosing a range of books to look at independently. She has competent decoding skills and can sight read some high frequency words.



### Observation

Alisha independently chose a big book to look at. She spent a few minutes looking at the book until a younger child approached and knelt down next to her. The child asked "What is that?" Alisha pointed to the text and read "Th-a-t that d-u-m-p-er dumper t-r-u-ck has got big, fat w-h-ee-l-s. It is a dumper truck."



Jean-Luca  
 "I... 4 w-i-ng-s.  
 I 4 wings. I think they mean I have 4 wings! I d-o-a-n-t don't h-a-v have a sh-e-ll shell. I dont have a shell. I bet its a butterfly!!"



**Context**

Mrs Maslin has made a reading game with instructions and left it on the table in the outside area. Jacob and Lucy have chosen to see if they can read them.

**Observation**

Jacob said "I can read that!" He read "J..u..m..p jump up and d..ow..n down t..e..n ten times". He then followed this instruction and jumped, counting each jump out loud. Lucy asked if he could do another and he read 'M...ar...ch march on the s..p..o..t spot' and did it. Next he read 'P..u..t put on a hat and go for a jog.'

## Treasure Hunt Fun!



Benjamin loved discovering 'Louis the Puppet's Treasure Hunt' today and eagerly set about following the clues! He confidently read the clues, including 'Look in the book box' and 'Now go to the vets', following each instruction before finally uncovering Louis' hidden treasure - a real treasure box containing a big shiny sticker to wear with pride! Well done, Benjamin - you make a great pirate!

J read clues  
to find the  
Easter eggs in  
the playground.  
He read,

"go to the trees"

"at the picnic  
bench look down"

"look in the  
box of blocks"

he used ee and  
sounded out bench  
and blocks with  
confidence.

"She wrote an invitation  
to Mrs Smith to invite  
her to our 100 day party.  
Mrs Smith wrote a reply  
and A was able to read  
it independently and with  
confidence" (practitioner)

To,

I will come  
to the party  
Love from

Mrs. Smith xx



Avni, reading signs on the wall in the minibeast display area. She read aloud to her friend "Are there any minibeasts in your classroom? Are you sure? Then she said to her friend "Not a lot - maybe flies - not beetles - and butterflies are in there." (We had a butterfly hatching kit in the classroom at the time).

Then she read the question "Where does it live?" and answered to herself, "In a shell."

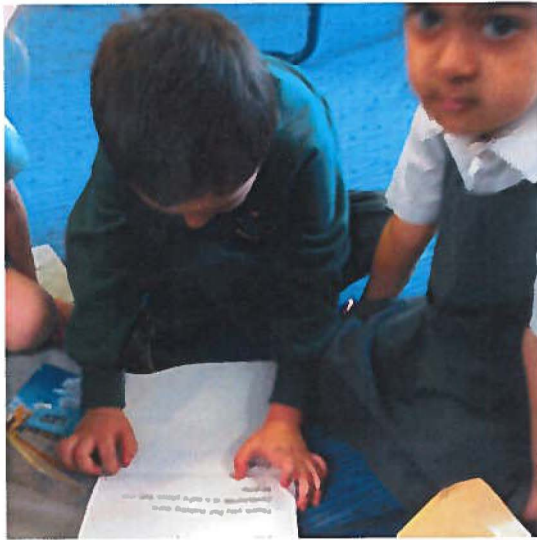
She moved on to the spider questions and once again read aloud to her friend "It is an insect? How do you know? Then she said - pointing to the spider "No, cos it has more than 6 legs." She then pointed to the ladybird photo and said - "It has 6 legs and no back." bones."



Asha looks at the big books in the classroom and begins to read 'The Snowman'. He reads 'Pat the snow down, pat, pat, pat'. He is unable to read the word 'make' on the next page but doesn't give up and carries on reading to the end of the line, "It says make him big, make him fat", and he laughs.

Areas of Learning																
PSED			CL			PD		L		M		UW		EAD		
(SCSA)	MFB	MR	LA	U	Sp	MH	HSC	(R)	W	N	SSM	PC	TW	T	EMM	BI
Stages of Development																
ELG					ELG											
Characteristics of Effective Learning																
Playing and Exploring					Active Learning					Creating and Thinking Critically						
Finding out and exploring Playing with what they know Being willing to 'have a go'					Being involved and concentrating ✓ Keeping on trying ✓ Enjoying achieving what they set out to do ✓					Having their own ideas Making links Choosing ways to do things						





Dear Police Officer,

Thank you for making sure that the village is a safe place for me to play.

From Ella

A was able to read a simple thank you letter to the other 3 members of his group. He then said, "I know where it needs to go." He then placed it correctly onto the police station image on the large map to show the class that his group had received a thank you letter written to the police.



J chose to read the information about the caterpillars.

J,  
 'chose to read information about ~~cats~~ the life cycle of a caterpillar.  
 'Could read 'they' from key word knowledge. Blended w-i-ll unaided - then s-p-in unaided could read cocoon - does that say on? Mrs Ferdinand Blended ar - Mrs. F. told him ou make a 'ow' sound. Able to blend ar-ou-not = unaided + th e, m: around them?  
 'I like reading because it gives me ideas for stories and now I know all about caterpillars and butterflies, he said to Mrs. Ferdinand.

During our sea work, K was looking through the book box with a friend. "Look it is about a shark! Let's read it" they sat down together and K pointed at the text. "p-u-p, pup is in the park" - she then looked at the picture - "There he is!" "There is a sh-ar-k in the park!" she read.



Tom began by carefully selecting a book that we had read, telling me, "This is the one from last week isn't it!" He talked to himself as he carefully turned each page, sounding out phonically regular words on the first two pages - bus, pig, up and but, and locating tricky words - 'the' and 'said'. He continued to tell the story in his own words. He used many of the repeat phrases, "But *please* don't chat to the bus driver...." "I won't." said the (correct animal) And he *did!*" He stressed the words and showed an awareness of audience. He talked through each page using picture clues and his previous knowledge about story pattern to support. Although I was there, he seemed for the most part to be reading the story to himself except at the end when he explained to me, "It's a funny book 'cos they did it when they said they wouldn't!"

**Context**

Mohsin is making a pizza and reading the instructions on the card.

**Observation**

Mohsin looked carefully at the instructions to make pizza as he constructed his own.

He read

'Put the ch....ee...s....e cheese on top. Put it in the o.. v..e.. n. oh its says oven. It sounds like a u!'

Later Mohsin used the photos of him making pizza and the instruction sentences to explain to the class reading each instruction as he did so.



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