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| **Student Name** | **Admission Number** | |
| **Date of Birth** | **Class**  Roses | |
| **Important information**  This report shows your child’s progress towards the 17 early learning goals (ELGs), by which every child leaving the Early Years Foundation Stage (EYFS) is assessed. Assessments have been made on evidence gathered throughout Term 1 and 2. There are three separate achievement levels within each Development Matters age band:   * **Emerging**: your child is working below the expected level * **Expected**: your child is working at the level expected for his age * **Exceeding**: your child is working above the expected level   Your child’s teacher will award him one of these levels for each of the seven EYFS areas of learning.  **Your child’s achievements are indicated in the boxes.** | | |
| **How I learn**  *A short description about how the child learns, to include:*   * *Engagement: (playing and exploring) 2 comments* * *Motivation: (active learning) 2 comments* * *Thinking: (creating and thinking critically) 2 comments*   **(Select from Characteristic of Effective Learning Bank of comments)** | | |
| **General comments**  *General comments about the child’s time in the EYFS* ***(Settling in/transition comments)*** | | |
| **Homeroom Teacher** | | |
| **Head Teacher** | | **Stamp** |

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| **COMMUNICATION AND LANGUAGE** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 1 - LISTENING AND ATTENTION** |  |  |  |
| Listen to others one to others one to one or in small groups, when conversations interest them |  |  |  |
| Single channelled attention. Can shift to a different task if attention fully obtained |  |  |  |
| Listens to stories with increasing attention and recall |  |  |  |
| Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories |  |  |  |
| Maintains attention, concentrates and sits quietly during appropriate activity |  |  |  |
| **ELG 2 - UNDERSTANDING** |  |  |  |
| Understands use of objects e.g. What do we use to cut things? |  |  |  |
| Understand Who, What, Where in simple questions |  |  |  |
| Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct pictures |  |  |  |
| Beginning to understand ‘Why’ and ‘How’ questions |  |  |  |
| Responds to instructions involving a two-part sequence |  |  |  |
| **ELG 3 – SPEAKING** |  |  |  |
| Uses simple sentences |  |  |  |
| Uses a variety of questions |  |  |  |
| Beginning to use more complex sentences to link thoughts |  |  |  |
| Uses talk to connect ideas, explains what is happening and anticipates what might happen next, recalls and relives past experiences |  |  |  |
| Questions why things happen and gives explanations. Asks e.g. who, what, when, how |  |  |  |
| Uses talk in pretending that objects stand for something else in play, e.g. ‘this box is my castle’ |  |  |  |

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| **PHYSICAL DEVELOPMENT** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 4 - MOVING AND HANDLING** |  |  |  |
| Draws lines and circles using gross motor movements |  |  |  |
| Can copy some letters, e.g. letters from their names |  |  |  |
| Begins to form recognisable letters |  |  |  |
| Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed |  |  |  |
| Jumps off an object and lands appropriately |  |  |  |
| Experiments with different ways of moving |  |  |  |
| Understands that equipment and tools have to be used safely |  |  |  |
| Shows understanding of prepositions such as under, on top, behind by carrying out in action of selecting pictures |  |  |  |
| Talk about the effects on their bodies before and after exercise, benefits of exercise and keeping healthy |  |  |  |
| Shows increasing control over an object in pushing, throwing, catching, patting or kicking it |  |  |  |
| **ELG 5 - HEALTH SELF-CARE** |  |  |  |
| Can tell adults when hungry or tired or when they want to rest or play |  |  |  |
| Eats a healthy range of foodstuffs and understands need for variety in food |  |  |  |
| Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene contribute to good health |  |  |  |
| **Physical Education Teacher** | | | |

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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 6 – MAKING RELATIONSHIPS** |  |  |  |
| Can play in a group, extending and elaborating play ideas, e.g. role play |  |  |  |
| Initiates play, offering cues to peers to join them |  |  |  |
| Keeps play going by responding to what others are saying or doing |  |  |  |
| Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults |  |  |  |
| Initiates conversation, attends to and takes account of what others say |  |  |  |
| **ELG 7 – SELF-CONFIDENCE AND SELF-AWARENESS** |  |  |  |
| Enjoys the responsibility of carrying out a small task |  |  |  |
| Welcomes and values praise for what they have done |  |  |  |
| Confident to talk to other children when playing and will communicate freely about own home and community |  |  |  |
| Shows confidence in asking adults for help |  |  |  |
| Confident to speak to others about own needs, wants, interests and opinions |  |  |  |
| **ELG 8 – MANAGING FEELINGS AND BEHAVIOUR** |  |  |  |
| Aware of own feelings, knows that some actions and words can hurt other feelings |  |  |  |
| Begins to accept the needs of others and can take turns and share resources, sometimes with support from others |  |  |  |
| Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met |  |  |  |
| Can usually adapt behaviour to different events, social situations and changes in routine |  |  |  |
| Understands that own actions affect other people, e.g. becomes upset or tries to comfort another child when they realise they have upset them |  |  |  |

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| **LITERACY** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 9 – READING** |  |  |  |
| Interested in books and rhymes and may have favourites |  |  |  |
| Describes main story settings, events and principal characters |  |  |  |
| Looks at books independently |  |  |  |
| Recognises familiar words and signs such as own name or advertising logos |  |  |  |
| Knows that print carries meaning and, in English, is read from left to right and top to bottom |  |  |  |
| Holds books the correct way up and turns pages |  |  |  |
| Enjoys an increasing range of books |  |  |  |
| Hears and says initial sound in words |  |  |  |
| Links sounds to letters, naming and sounding the letters of the alphabet |  |  |  |
| **ELG 10 – WRITING** |  |  |  |
| Sometimes gives meanings to marks as they draw and paint |  |  |  |
| Ascribe meanings to marks as they see in different places |  |  |  |
| Links sounds to letters, naming and sounding the letters of the alphabet |  |  |  |
| Hears and says the initial sound in a word |  |  |  |
| Writes own name and other things such as labels and captions |  |  |  |
| Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence |  |  |  |

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| **NUMERACY** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 11 – NUMBERS** |  |  |  |
| Uses some number names and number language spontaneously |  |  |  |
| Recites numbers in order ten |  |  |  |
| Beginning to represent numbers using fingers, marks on paper or pictures |  |  |  |
| Sometimes matches numeral and quantity correctly |  |  |  |
| Knows that numbers identify how many objects are in a set |  |  |  |
| Counts objects to 10 and beginning to count beyond 10 |  |  |  |
| Says the number that is one more than a given number |  |  |  |
| Selects the correct numeral to represent 1 to 5, then 1 to 10 objects |  |  |  |
| Estimates how many objects they can see and checks by counting them |  |  |  |
| **ELG 12 – SHAPE, COLOURS, SPACE AND MEASURE** |  |  |  |
| Shows an interest in shape and space by playing with shapes or making arrangements with objects |  |  |  |
| Select a particular named shape |  |  |  |
| Uses shapes appropriately for a task |  |  |  |
| Uses positional language |  |  |  |
| Shows interest in shapes in the environment |  |  |  |
| Order and sequence familiar events |  |  |  |
| Can describe their relative position such as ‘behind’ or ‘next to’ |  |  |  |
| Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes |  |  |  |
| Orders two or three items by length or height |  |  |  |

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| **UNDERSTANDING THE WORLD** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 13 – PEOPLE AND COMMUNITIES** |  |  |  |
| Has a sense of own immediate family and relations |  |  |  |
| Beginning to have own friends |  |  |  |
| Recognises and describes special times or events for family or friends |  |  |  |
| Remembers and talks about significant events in their own experience |  |  |  |
| Shows interest in the lives of people who are familiar to them |  |  |  |
| **ELG 14 – THE WORLD** |  |  |  |
| Remembers where objects belong |  |  |  |
| Can talk about some of the things they have observed such as plants, animals, natural and found objects |  |  |  |
| Shows care and concern for living things and the environment |  |  |  |
| **ELG 15 – TECHNOLOGY** |  |  |  |
| Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones |  |  |  |
| Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sounds, movements or new images |  |  |  |
| Knows that information can be retrieved from computers |  |  |  |

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| **EXPRESSIVE ARTS AND DESIGN** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 16 – EXPLORING USING MEDIA AND MATERIALS** |  |  |  |
| Signs a few familiar songs |  |  |  |
| Begins to build a repertoire of songs and dances |  |  |  |
| Taps out simple repeated rhythms |  |  |  |
| Explores the different sounds of instruments |  |  |  |
| **ELG 17 – BEING IMAGINATIVE** |  |  |  |
| Beginning to use representation to communicate, e.g. drawing a line and saying “That’s me” |  |  |  |
| Uses available resources to create props to support role-play |  |  |  |
| Beginning to make believe by pretending |  |  |  |
| Notices what adults do, imitating what is observed and then doing it spontaneously when adult is not there |  |  |  |
| Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words |  |  |  |
| Plays alongside other children who are engaged in the same theme |  |  |  |
| **Music Teacher** | | | |

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| **ARABIC LITERACY** | | | |
|  | **Emerging** | **Expected** | **Exceeded** |
| **ELG 9 - READING** |  |  |  |
| Repeats words or phrases from familiar stories |  |  |  |
| **ELG 10 - WRITING** |  |  |  |
| Distinguishes between the different marks they make |  |  |  |

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| **ARABIC NUMERACY** | | | |
| **ELG 11 - NUMBERS** |  |  |  |
| Able to recognise some numbers from 1 to 5 |  |  |  |
| **ELG 12 - SHAPE, COLOURS, SPACE AND MEASURE** |  |  |  |
| Able to recognise some shapes and colours |  |  |  |
| **UNDERSTANDING THE WORLD** | | | |
| **ELG 13 - PEOPLE AND COMMUNITIES** |  |  |  |
| Is curious about people and shows interest in stories about themselves and their family |  |  |  |
| Enjoys pictures and stories about themselves, their families and other people |  |  |  |
| **Arabic Teacher** | | | |