

Early Learning Goals

ASPECT	Prime Areas of Learning		
	Emerging	Expected	Exceeding
Communication & Language Listening & Attention ELG 1	Children listen to others one to one or in small groups when the conversation interests them. When listening to familiar stories and rhymes children can join in at relevant points with repeated refrains and phrases and can anticipate key events. They can focus their attention by shifting between an activity and listening.	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures of props and can listen in a larger group, for example at assembly.
Understanding ELG 2	Children respond to instructions when, for example, they are asked to get or put away an item, and understand the meaning of words such as 'on', 'under'. They can identify familiar objects by the way in which they are used.	Children follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories and events.	After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions, which contain several parts in a sequence.
Speaking ELG 3	Children can connect ideas using talk, actions or objects and can retell a simple past event in correct order. They question why things happen and give simple explanations.	Children express themselves effectively showing awareness of listeners' needs. They use past present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
Physical Development Moving & Handling ELG 4	Children can maintain balance when they concentrate. They run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. They are beginning to hold a pencil or crayon with thumb and two fingers.	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.
Health & Self care ELG 5	Children can tell adults when they are hungry or tired or when they want to rest or play. They can dress with some assistance and can usually manage personal needs such as washing their hands and toileting.	Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.
Personal, social & emotional development Self Confidence & Self Awareness ELG 6	Children join in a range of activities that interest them. They are confident to talk to other children when playing together. They can talk about what they need and what they enjoy doing, and make choices about the activities they prefer. They select and use resources with support.	Children are confident to try new activities and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do/don't need help.	Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
Managing Feelings & Behaviour ELG 7	Children are aware of their own feelings and know that some actions and words can hurt others' feelings. They can take turns and share, sometimes with support from others. They can usually adapt their behaviour to different events, social situations and changes in routine.	Children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and can wait for things they want.
Making Relationships ELG 8	Children can play as part of a group, and know how to make friends with others. They show some awareness of other children's needs.	Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.