

Name: _____

EYFS Assessment Descriptors at Horn's Mill



Literacy: Word Reading

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none">• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother	<ul style="list-style-type: none">• Confidently segments the sounds in simple words and blends them together e.g. p-o-t = pot• Can recognise the majority of initial sounds in words e.g. d for dog.• Link sounds to individual letters and can say a sound for most letters in the alphabet• Begins to read simple words, phrases and short sentences with CVC words and simple common exception words in• Recognises a few common exception words matched to the school phonics programme.• Uses vocabulary that is influenced by their experiences of books.	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound blending• Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Literacy - Writing

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.• Write some or all of their name.• Write some letters accurately.	<ul style="list-style-type: none">• Gives meaning to all marks which they make as they draw, paint and write• Can break flow of speech into words.• Can hear and say the majority of initial sounds in words they want to write e.g. p for pig• Can segment and write CVC words accurately• Links letters and sounds together when writing.• Can write simple phrases and sentences using the sounds of the letters of the alphabet and simple common exception words e.g. it is big. I am sad• Write all of their name correctly.	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Form the majority of capital letters correctly.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.• Re-read what they have written to check that it makes sense.

Literacy – Comprehension

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom - the names of the different parts of a book- page sequencing• Engage in extended conversations about stories, learning new vocabulary.	<ul style="list-style-type: none">• Explain a key event from a story that they have read.• Recall key characters from specific key stories they have experienced.• Recall and join in with memorable lines from well-known stories.• Answer a simple question about a story they have been read.	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary• Anticipate (where appropriate) key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Mathematics - Number

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none">• Fast recognition of up to 3 objects, without having to count them individually ('subitising').• Recite numbers past 5.• Say one number for each item in order: 1,2,3,4,5• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').• Show 'finger numbers' up to 5• Link numeral and amounts: for example, showing the right number of objects to match the numeral, up to 5.• Experiment with their own symbols and marks as well as numerals.• Solve real world mathematical problems with numbers up to 5.• Compare quantities using language: 'more than', 'fewer than'.	<ul style="list-style-type: none">• Count objects, actions and sounds.• Link the number symbol (numeral) with its cardinal number value.• Explore the composition of numbers to 10• Recognises numerals 1-5• Counts out objects to 10.• Can use 1-1 correspondence accurately when counting objects.• Estimate how many objects they can see and count to check.• Beginning to use size related vocabulary.• Explore addition and subtraction practically• Can recognise that numbers can be represented in different ways (up to 5)	<ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number.• Subitise (recognise quantities without counting) up to 5• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Mathematics – Numerical Patterns

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none"> • Understand position through words alone – for example, “The Bag is under the table” – with no pointing. • Describe a familiar route • Discuss routes and locations, using words like ‘in front of’ and ‘behind’ • Make comparisons between objects relating to size, length, weight and capacity. • Talk about and explore 2D and 3D shapes using informal and mathematical language • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 	<ul style="list-style-type: none"> • Count beyond 10 • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns • Compare length, weight and capacity • Recognises simple colour, shape and number patterns. • Can order two or three objects according to size. • Can use size related vocabulary when counting and comparing different sets of concrete objects e.g. bigger, smaller, more, less • Can spot simple differences between two sets of objects and use developing vocabulary to give simple reasoning. 	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Communication & Language - Speaking

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none"> • Use a wider range of vocabulary • Sing a repertoire of songs • Know many rhymes, be able to talk about familiar books and be able to tell a long story • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' • May have problems saying: <ul style="list-style-type: none"> - Some sounds: r, j, th, ch and sh - Multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their 'play': "Let's go on a bus...you sit there...I'll be the driver." 	<ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary through the day • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and might happens • Develop social phrases • Use new vocabulary in different contexts 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Communication & Language – Listening, Attention and Understanding

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens• Can find it difficult to pay attention to more than one thing at a time• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	<ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Ask questions to find out more and to check they understand what has been said to them• Engage in story times• Listen to and talk about stories to build familiarity and understanding• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs• Engage in non-fiction books• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	<ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what they have heard and ask questions to clarify their understanding.• Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Personal, Social and Emotional Development – Self- Regulation

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none">• Select and use activities and resources with help needed. This helps them to achieve a goal they have chosen, or one which is suggested for them.• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.• Do not always need an adult to remind them of a rule.	<ul style="list-style-type: none">• Identify and moderate their own feelings socially and emotionally.• See themselves as a valuable individual.	<ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Personal, Social and Emotional Development – Managing Self

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.• Show more confidence in the new social situations.• Increasingly follow rules, understanding why they are important.• Develop appropriate ways of being assertive.	<ul style="list-style-type: none">• Manage their own needs.• Show resilience and perseverance with a new challenge.	<ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of a new challenge.• Explain the reasons for rules, know right from wrong and try to behave accordingly.• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Personal, Social and Emotional Development – Building Relationships

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none">• Become more outgoing with unfamiliar people, in a safe context of their setting.• Play with one or more other children, extending and elaborating play ideas.• Begin to understand how others might be feeling.• Talk with others to solve conflicts.	<ul style="list-style-type: none">• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Think about the perspective of others.	<ul style="list-style-type: none">• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and to others needs.

Physical Development – Gross Motor Skills

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Physical Development – Fine Motor Skills

3 & 4 year olds	Reception year/ ELG - Emerging	ELG - Expected
<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in the paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dresses and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choice about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a further range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>(Overall understanding of both aspects of physical development)</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

