

We nurture, we flourish, we achieve

All about the Early Years Profile Assessment

Monday 2nd February 2026 - Miss A Goundry, EYFS Lead

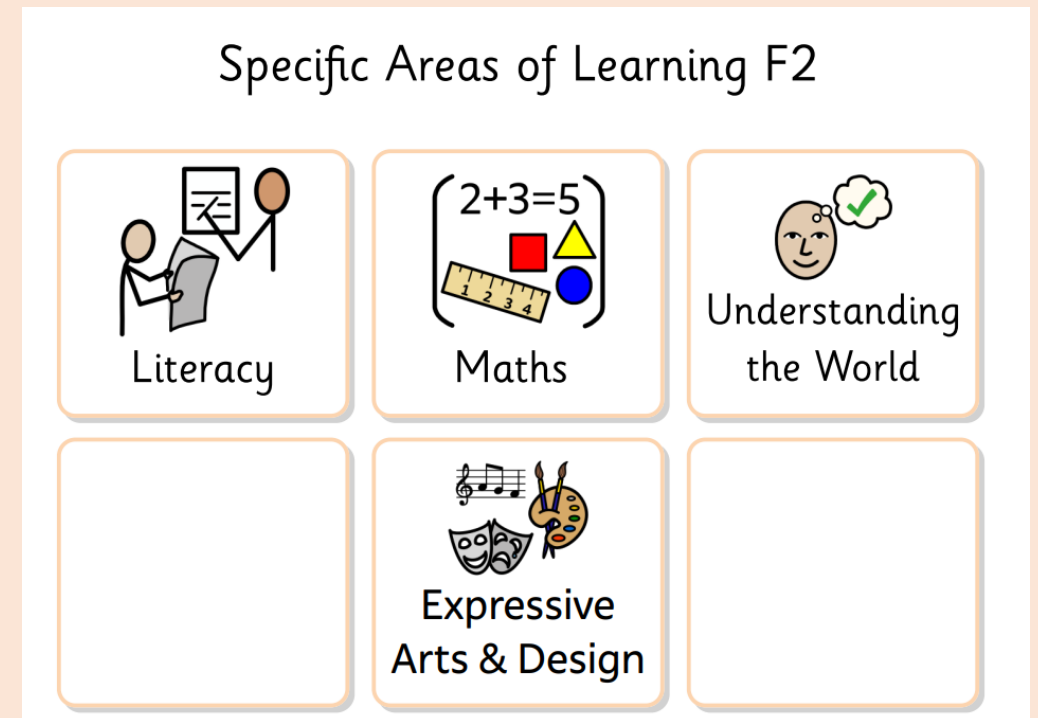
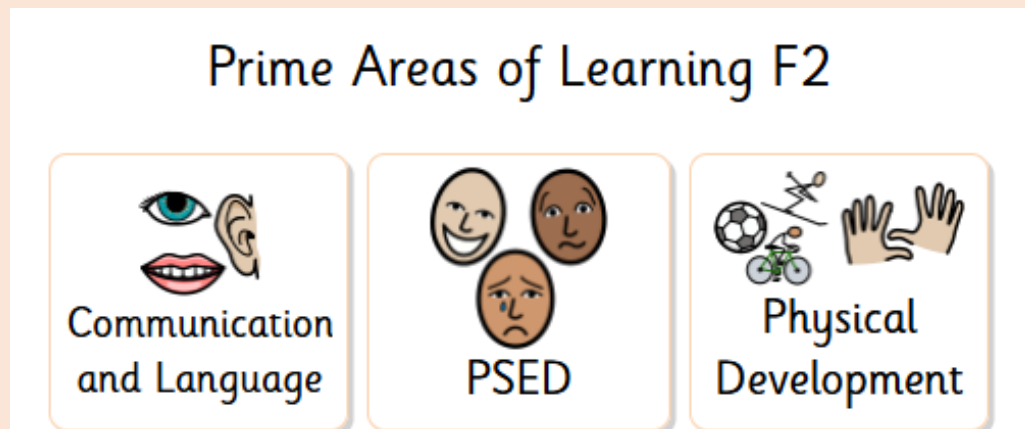
What we will go through in today's parent/carer workshop:

- The Early Years Profile - what is it and what does it mean for your child?
- Assessment in EYFS
- Good Level of Development
- Supporting your child's progress at home
- End of year reports and beginning year 1



The Early Years Foundation Stage Profile

- A statutory assessment completed in the final term of Reception.
- Assesses 17 Early Learning Goals (ELGs) across 7 areas of learning.



The Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of 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.

Building Relationships

- 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.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- 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.

Numerical Patterns

- 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 than 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.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the 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.

Literacy

Comprehension

- 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.

Word Reading

- 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 some common exception words.

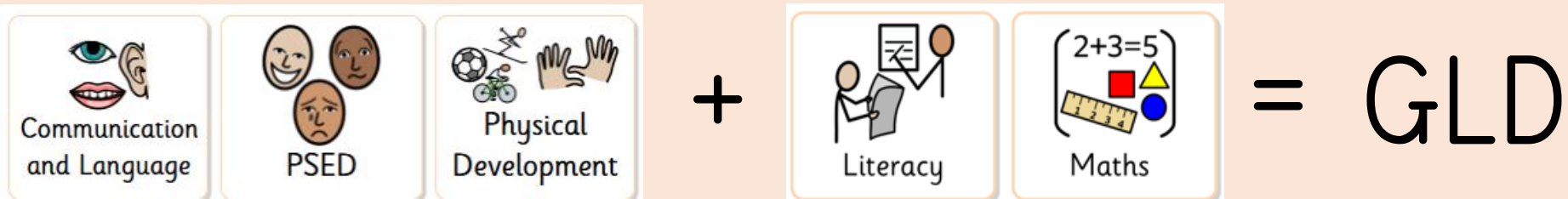
Writing

- Write recognisable letters, most of which are correctly formed.
- 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.

What is GLD?

GLD stands for 'Good Level of Development'

A child will achieve GLD if they meet the expected level in all prime areas plus maths and literacy.



What is GLD?

Prime Areas	Communication and Language		
	Listening, Attention and Understanding ELG	EM	EXP
	Speaking ELG	EM	EXP
	Personal, Social and Emotional Development		
	Self-Regulation ELG	EM	EXP
	Managing Self ELG	EM	EXP
	Building Relationships ELG	EM	EXP
Specific Areas	Physical Development		
	Gross Motor Skills ELG	EM	EXP
	Fine Motor Skills ELG	EM	EXP
	Literacy		
	Comprehension ELG	EM	EXP
	Word Reading ELG	EM	EXP
	Writing ELG	EM	EXP
	Mathematics		
	Number ELG	EM	EXP
	Numerical Patterns ELG	EM	EXP
	Understanding the World		
	Past and Present ELG	EM	EXP
	People Culture and Communities ELG	EM	EXP
The Natural World ELG	EM	EXP	
Expressive Arts and Design			
Creating with Materials ELG	EM	EXP	
Being Imaginative and Expressive ELG	EM	EXP	

It is important to remember: every child develops at their own pace.

The EYFS profile is not a pass or fail—it's a way for us to understand and support your child's unique learning journey.

Achieving GLD helps ensure children are ready for the next stage of their learning journey.

If children are still working towards this, it clearly shows the areas of need so that these can be developed and further supported in year 1.

Has achieved Good Level of Development (GLD): Yes / No

Signed: Head Teacher

Signed: Class Teacher



How do we assess?

- Assessment is based on daily observation, interactions, and children's own activities, not tests.
- Practitioners consider:
 - language used
 - problem-solving
 - Independence
 - social interactions

Assessment reflects what your child can do consistently and independently.
The Final EYFS Profile is usually submitted to the local authority by 30 June.



Supporting at Home

EYFS Early Learning Goals At Home Activities



Towards the end of their year in F2, children will be working towards the Early Learning Goals. These goals cover a range of skills that children will have been learning and practising throughout the Early Years Foundation Stage. There are 17 Early Learning Goals (sometimes shortened to ELGs) across all the Areas of Learning. Below, are some activities that you may like to try at home to support your child with the Early Learning Goals.

Communication and Language

- Read a range of books together, including non-fiction. Encourage your child to be curious and ask questions about things they want to find out more about or do not understand. You could pause at certain points in the book to check your child understands what has been read.

- Look back through photos and talk about previous experiences you have had together. Model how to speak in full sentences and use past tense language correctly. You could also talk about what you would like to do together in the future, to practise using future tense language.

- Encourage lots of talk at home by holding conversations. Start a conversation on a topic that interests your child, or pose an open-ended question, such as, 'What do you look forward to when you wake up?'

- Try and use new words throughout the day to expand your child's vocabulary. You could swap one word for another. For example, instead of saying 'it is a bright colour', you could say 'it is a very vivid colour'. You could also repeat sentences back to your child and add in extra descriptive words. For example, if your child says 'I like apples,' you could say, 'Yes, I like juicy, ripe apples too'.

- To also support language, model correct sentence structure and words to your child – instead of overcorrecting them. You can repeat words or sentences back to them in a natural way. For example, if your child says 'I buyed a banana' say 'Yes, you bought a banana.'

- At bedtime, instead of reading a story, you could read some child-friendly poems.

Personal, Social and Emotional Development

- Discuss different feelings and try acting out various emotions for your child to identify. Also, recognise and talk about the feelings characters may be experiencing in the stories that you read together.

- Develop your child's confidence and independence by going to an unfamiliar park or soft play centre. Encourage them to try out new equipment they have not been on before.

- Using building bricks, try and create the tallest tower that you can together. If the tower falls, try again to rebuild it, sharing ideas on how you could work together to make it better.

- Plan some snacks or meals together and discuss the importance of healthy food choices and a balanced diet. Encourage your child to get themselves dressed on their own. Start by giving them a little bit of help with things, such as their top button or start off zips, until they can do this independently.

- Try playing some simple board or card games together to practise taking turns and waiting patiently for the next go. Additionally, use it as an opportunity to talk about rules and why these are important to follow when playing a game.

- Encourage your child to talk about their friends and build relationships with others.

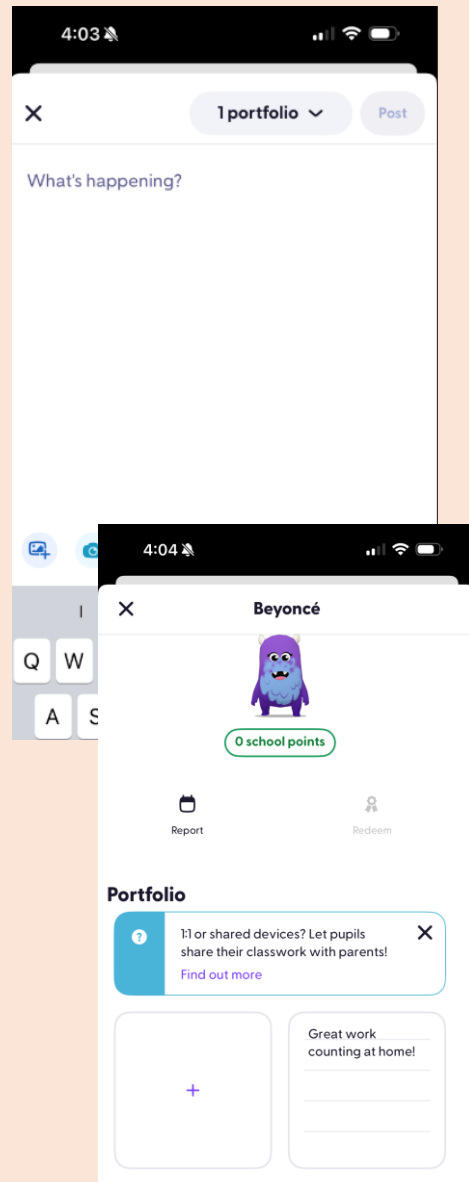
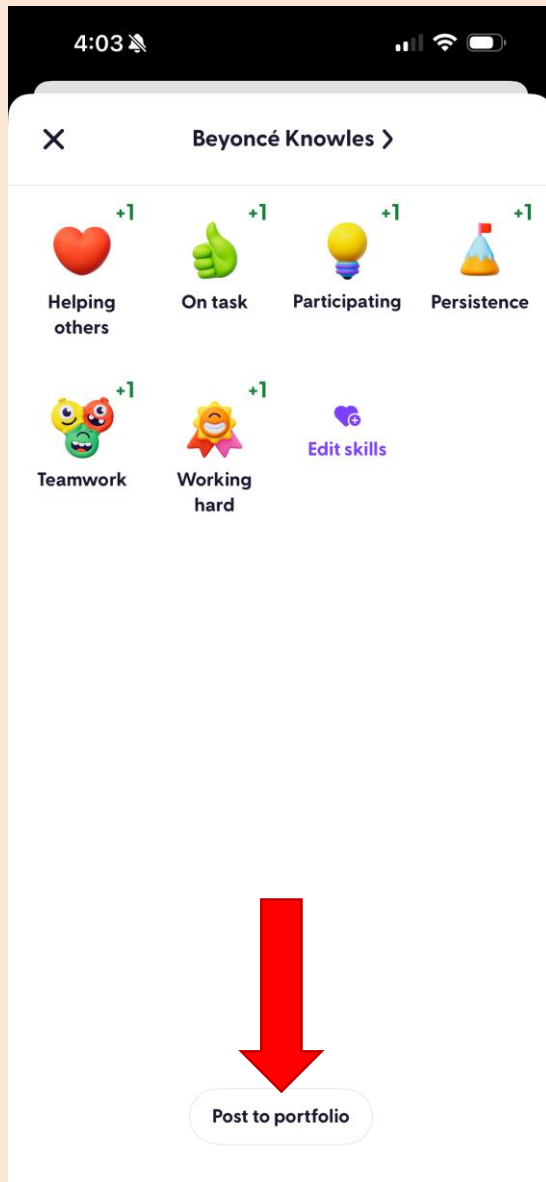
- You could arrange opportunities to invite friends or family members round or meet up and play in an outside space together.



At your child's parents' evening next half term, you will receive a sheet outlining their current focus areas within the Early Learning Goals.

We will also discuss different ways you can support your child to make progress towards these goals.

Working Together to Share and Celebrate



Anything you would like to celebrate with us you can share with us on class dojo!

If you add it to the portfolio - you can easily go back and see all the learning that has been shared 😊

