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

## Communication and language

### ELG02 – Understanding

**Children follow instructions involving several ideas or actions.  
They answer 'how' and 'why' questions about their experiences  
and in response to stories or events.**

## **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. Focussing 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.

Matthew and Claire chose to play in the three pigs' cottage. M knocked on the window and said "Let me in, let me in!". C replied "No! No! Not by the hairs on my chinny chin chin!" M shouted "Then I'll huff and I'll puff and I'll huff!". C: "Well you can't blow it down cos our home is made of bricks!"

Matthew was playing outside with the crates, bamboo guttering and cars. Some materials had been added to the provision. He explained what would happen if different materials were put onto the ramp: "If I put fabric down the ramp, what will happen to the car?" "It will go slow because it will get in the way of the wheels".

Matthew was experimenting with different materials in the water tray investigating which would make the best hat to keep Mrs. Honey dry. He was able to find a suitable material and explain why it would be better than others. When asked "Why are the paper and the cloth not good?" he explained, "if the water goes through it's not good for the hat; it's not waterproof. On the plastic bag one it didn't go through so it is waterproof".

### **Context**

A treasure hunt was set up by the teacher in the outside area reading clues using positional language and key words to follow the trail to find Bertie bears hiding place.

### **Observation**

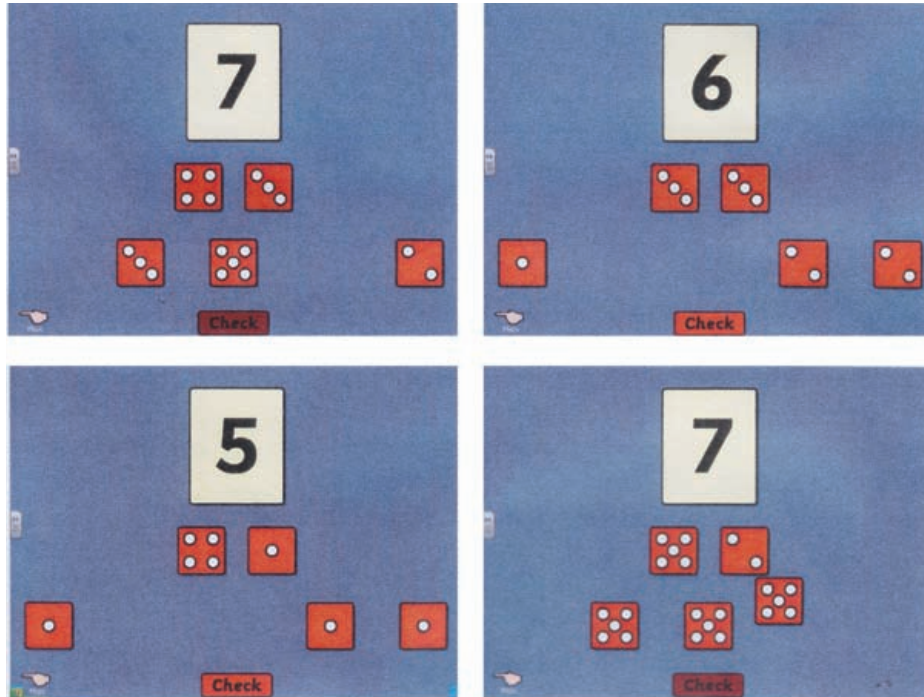
Maria

'It says .....look in the box.....n.e.x.t. next to the tap'

Come on its over there.....

She continued to follow the written clues using her phonic knowledge to sound out common unfamiliar words until she found Bertie... under the sand pit.

The game had been introduced the previous week, Luke chose this game and enjoyed playing an addition game on the Smartboard today. He had to recognise the number on the card and then find two dice from a choice of five that added together to make that number. Luke correctly found two dice to add together to make that number for all of these number cards!



As I was driving to school this morning, Luke and Matilda began talking to each other about how old they are. Matilda said, “Luke, I’m 6 years old!” After arguing back and forth about this for a while Luke said to me, “She’s not 6 is she mum, because she is younger than me and I’m only 5. Matilda is only 2 isn’t she mum?”

Luke then went on to explain to Matilda, “when you’re 6, I’ll be 7, because I’m older than you.”

On hearing this I said to Luke, “if Matilda is 2 and you are 5, how many years older are you?”

Luke was able to work it out and answered “3”. So I then asked, “so if you are 3 years older than Matilda, when Matilda is 6 how old will you be?”

Luke thought for a while, then answered, “I’ll be 9 then won’t I mum!”



## Tiger mask

'Grrr' said Lois. 'Do you want me to help you Jessica?' Lois had successfully completed her tiger mask using different media and materials. The children had been inspired by story of The Tiger Who Came To Tea and chose to make masks in response to the story. When asked why Lois's Tiger looked sad she replied – 'He's hungry that's why he has come to tea!'

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Evidence</b></p> <p><b>1. The Magic Wand</b></p> | <p>Grace had returned to school after the weekend eager to show the class her work and tell the teacher about her magic wand. Grace wanted to use the 'wand' to become a spider so that she could creep up on Ellie her sister. The teacher asked Grace 'Why do you want to turn into a spider and creep up on Ellie? Grace replied 'Because she is always jumping out on me and she is scared of spiders!'</p> |
| <p><b>2. The hungry caterpillar</b></p>                | <p>In an independent activity Ruby sequenced the story with another child. She was keen to show the teacher and responded to questions about the story. 'I would feel sick like the caterpillar if I ate all that food!'</p>                                                                                                                                                                                    |

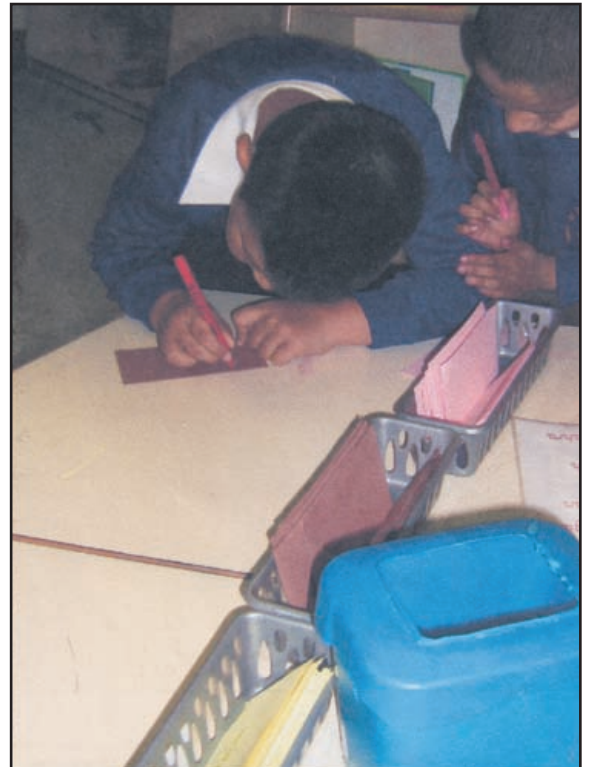
**Context**

Following the story 'Oliver's milkshake' the children were making milkshakes for snack. Adam had listened to the instructions about how to record his favourite. Resources were set up in the 'café' area.

**Observation**

Adam tasted all the milkshakes and then he chose a piece of brown paper to show he liked chocolate best.

He wrote his name 'A.d.a.m' on the paper and said 'That's 'cos I like chocolate best'

**Evidence towards**Listening and attention

Listens and responds

Give attention

Relevant comments

**Links to**

PD - M

|                          |                                                                                                                                                     |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Characteristics | <b>By playing and exploring</b><br>He tasted all the milkshakes to find out which he liked best. He wasn't too keen to try the strawberry at first. |
|                          | <b>Through active learning</b><br>Very focused on completing the task.                                                                              |
|                          | <b>Creating and thinking critically</b>                                                                                                             |



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