



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

Literacy

ELG10 – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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.

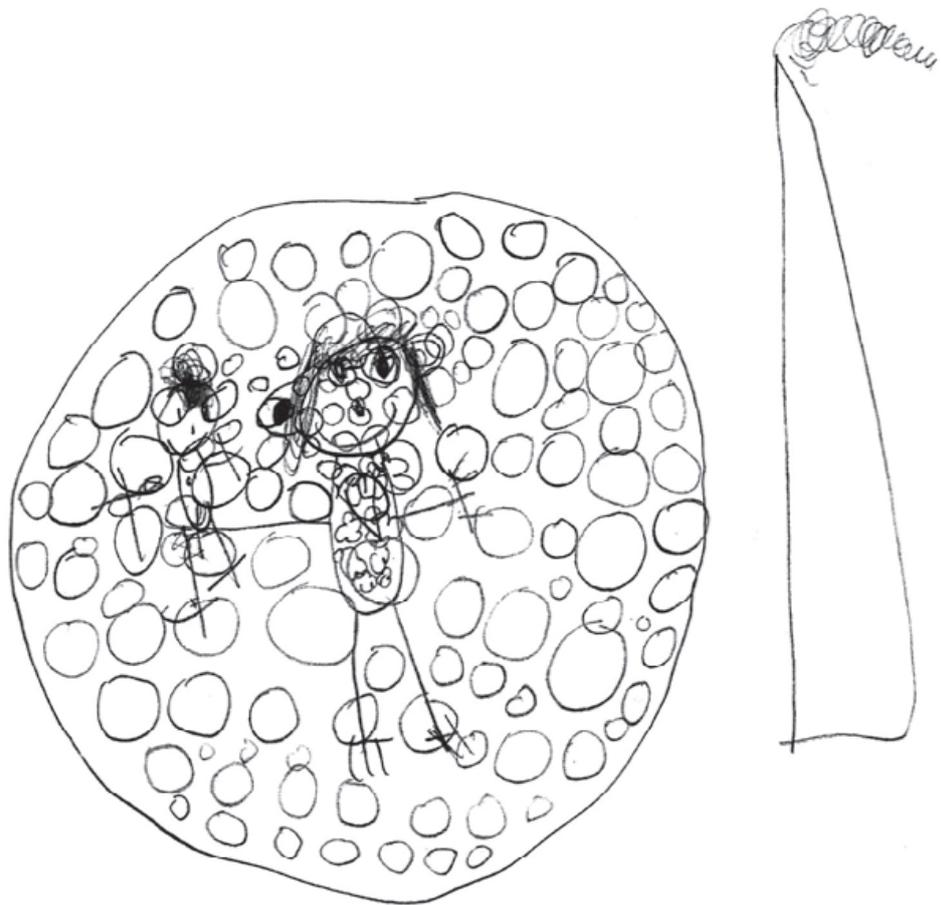
This document illustrates how information can be gathered to support EYFS Profile judgements using a variety of evidence and forms of presentation. However there is no prescribed method of gathering evidence, nor any expectation that it should be recorded as shown in this document. The exemplification 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.



Oh sata day I

Went to the
met to the
doam

Is wama and plaid wivsa
I Went on the side

Context

Ben is in the role play area which is a hospital

Observation

a packet of tablets
and medicine
a can of medicine.
this is all.

" a packet of tablets and
medicine and a can of
medicine. This is all".

Ben and Natalie were in the role play area. Natalie is pretending to be poorly.
Ben writes out a prescription which will make her better he says.

'A packet of tablets and medicine and a can of medicine. This is all'

Oscar had spent over 40 minutes building a giant's castle with a small group. It was nearing the end of the session and he was keen that it was not taken down. "We need a notice now!" he announced, "I'm going to make it!" He organised himself in the writing area. This is what he wrote!

'Pleze doant BRak the casle' (Please don't break the castle)



pleze doant
BRak the
casle

As he wrote he turned round to tell me, "This very important and special!" He proudly placed his notice on the castle and stood 'on guard.'

Jasmine .

I like droring at the droring
table. I like to droring flawe



and droring hawsis. I am gud at droring.
Then I tid up *and play awt.



Molly made a valentines day card for her mum and dad.

"I can spell 'happy', I've done it in birthday cards too - it's h, a, p, p, y - happy."

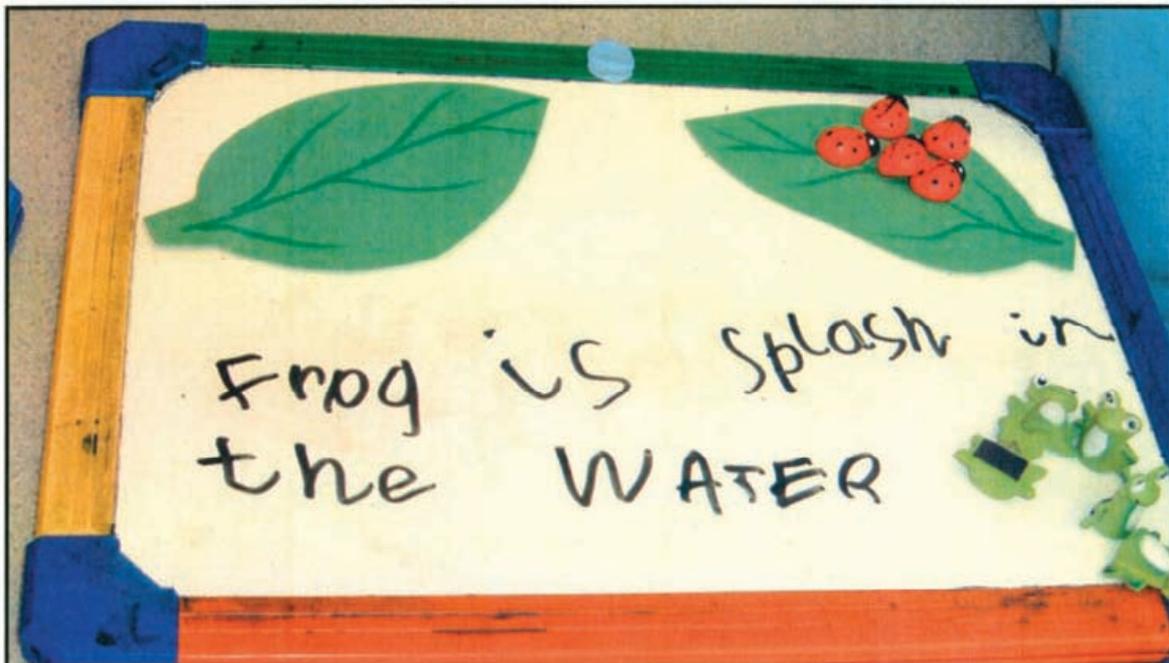
"valentines - hmmm -
v, a, l, val e, n, valen t, i, n, s, s"

Context

Harry is on the Autistic spectrum continuum and has no speech.

Observation

Harry was observed writing the sentence below independently after singing the rhyme at group time. As he wrote he hummed to himself. After he had done this writing he went to the dressing up box, picked out some green fabric and draped it around his shoulders. He put on some red wellingtons and went outside where he jumped in the puddles





I went to
Land I son dinosga
bons I went to
the moyses
m Else

Context

The class had been making cards and there was a selection of resources in the mark making area. Scarlet chose to go to this area and independently wrote an invitation to Miss Swaine.

Observation

to miss swain
you are
invited
to my
party
Love
Scarlett
Fxxxxx

Scarlet selected the paper and black felt pen. She copied 'invited' from a selection of helpful words. She wrote the key words independently – to, you, area, my and love and she used her phonic knowledge m-i-ss and s-w-ay-n.

She held the pen in her right hand with the correct pincer grip. She confidently wrote a, r, d, e – her letter m and n not so. When she had finished the card she took it to Miss Swaine with a big smile on her face as she read it.

'To Miss Swain. You are invited to my party. Love Scarlett F xxxxxx'

Context

Set of instructions to how you get ready for 'Red nose' day – Aimee

Observation

red nose day

1. get 9 red nose.
2. put a red nose on.
3. put red clothes on.
4. pay 20p in to wear your red nose.
5. It is red nose day!

How To Look after minibeest

1. do not stand on them

2. and neether pick them up

3. and neether chas them

4. Food and Frins too

5. neether make hos wen you make Lt School





B excitedly explains all the components of his new quad bike. His friends listen and then begin to draw the bike and label the parts recalling the technical names of each.

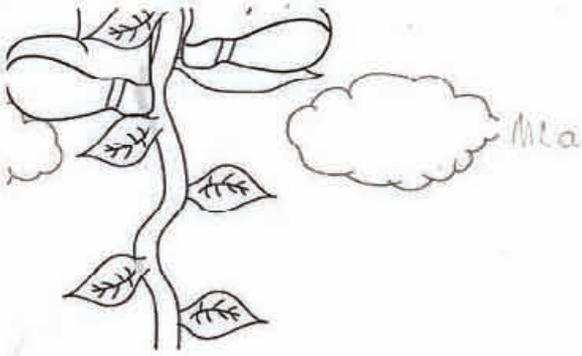
Following this experience, B writes a letter to the teacher thanking her for letting him bring his bike to school.

His dad said, 'I've never seen him choose to write on his own like this before.'

After setting up an obstacle course, AL wrote, 'start', at the beginning of the course.



As dinosaur detectives, N. independently wrote a report on fossils for the dinosaur museum.



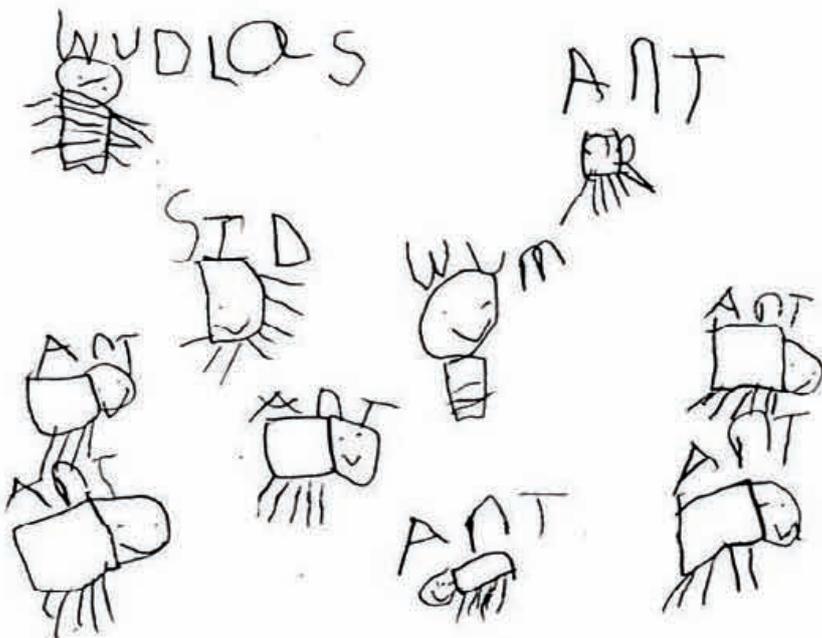
The rich resources in the writing area inspired M to write her own version of the traditional tale, (from a previous story telling session).

M proudly tells the practitioner, 'I've written my own story, it's like the one in the book.'

once a poho time
 there wd a boy
 with his Mummy
 he tuc his cow
 to the market
 he saw a old man
 who said the
 magic beans
 mummy should throw
 a wal

Childminder's
 voice

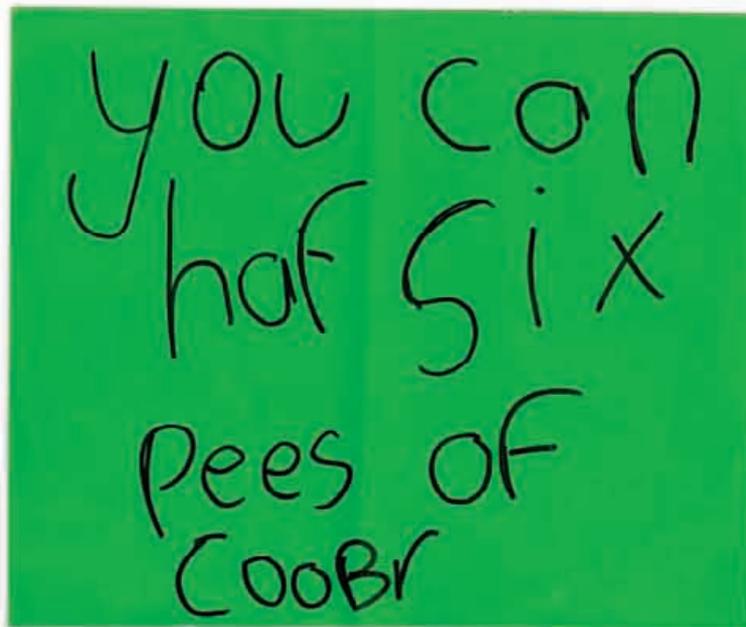
After discovering an ant's nest whilst exploring in the garden, I offered D a magnifying glass which he was excited to use. D then decided to go on a mini beast hunt,



drawing and
 labelling, using
 phonetic knowledge
 he discovered in
 the garden.

Harry's most successful writing comes out of the continuous curriculum opportunities. He is keen to write notices that inform or instruct others as he sees these as important. "I'm writing this because everyone needs to know it!" On these occasions his body language indicates high levels of involvement. He reads this work back with expression.

He is showing a growing interest in writing and can now write his full name, some simple CVC and a few high frequency words. His letter formation is improving and the majority of letters are formed correctly. He uses his phonic knowledge to segment and spell simple words. When attempting to spell more complex words, is able to hear and write the initial and dominant sounds. He is beginning to write captions and simple sentences and is showing a greater understanding of the construction of a sentence. He is also developing left to right orientation.



TO Harry I wish I cud read
your books fo me

I haf mayd his sumreeyn
it is speshe

dot- tuck!

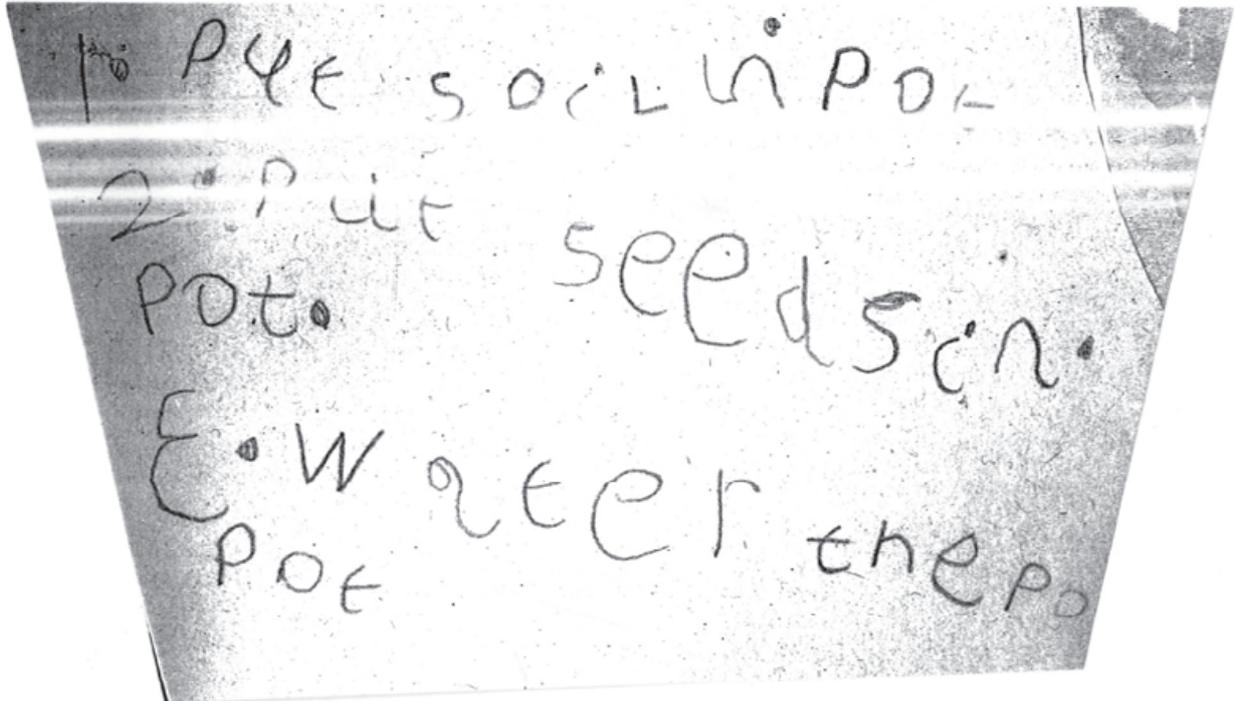
Mum
dad
Grammar
UCL Tom
ant- m
Sashr
Huddsn
Cidy

Jordan's garg
CAS
Peess for ~~een~~
FOOWLS
McAncks
Cholgt

Context

Set of instructions to how to plant seeds - Alfie

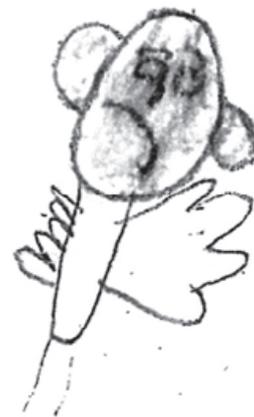
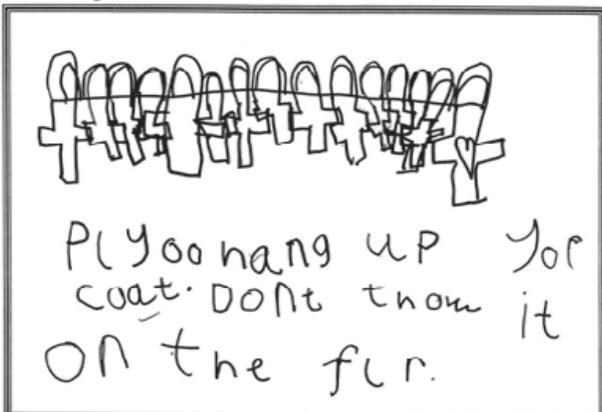
Observation



1. 'Put soil in the pot. 2 Put seeds in pot. 3. Water the pot'

To Blackbeard you are vere
meen so it dinc you shood²iv
poo n Bear Bac so it dinc you
shoo⁰ worc the plane.
From Dillan

Isobel





Standards
& Testing
Agency

© Crown copyright 2013

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at Standards and Testing Agency, 53-55 Butts Road, Earlsdon Park, Coventry CV1 3BH.

This document is also available from our website at www.education.gov.uk.