



Kilburn
Grange School
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Introduction to Early Learning Goals

Aims:

- To understand the seven areas of learning and characteristics of effective learning
- To understand early years outcomes and early learning goals



Reading and writing expected

Early Learning Goal for Reading: Children read and understand simple sentences. They use their phonics knowledge to read words such as win, frog and splash. They also read some common irregular words (red words such as the, put). They demonstrate understanding when talking with others about what they have read.

Early Learning Goal for Writing: Children use their phonics knowledge to write words in ways which match their spoken sounds. They also write some irregular common words (red words such as the, put). They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are written using their phonics knowledge.



Early Years Foundation Stage Curriculum

Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative



Characteristics of Effective Teaching and Learning

- ‘Learning to learn’ attitudes/habits
- playing and exploring - children investigate and experience things, and ‘have a go’;
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



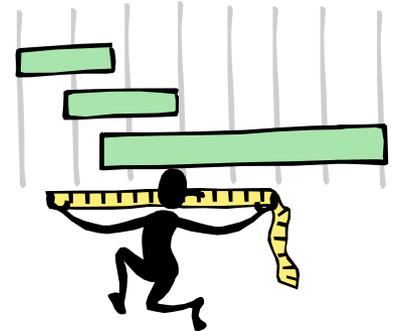
The Early Years Outcomes

- The early years outcomes is a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.
- It breaks down the typical behaviour for each aspect into age bands: Birth to 11 months, 8 to 20 months, 16 to 26 months, 22 to 36 months, 30 to 50 months, 40 to 60+ months and the early learning goal.



The Early Years Outcomes

- The early learning outcomes age bands are flexible and the developmental stages overlap each other in age. It's a best fit approach as all children are different and develop at different rates.
- The early years outcomes are descriptors that can be used as part of an on entry level assessment and for ongoing assessment.
- The early learning outcomes can also be used to describe a child's level of development that has not reached the expected level (are emerging) at the end of Reception.



The Early Learning Goals

- The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals.
- There are 17 early learning goals, one for each aspect for each area of learning and development. You can find them in the End of Year Expectations for Reception leaflet.
- A completed EYFS Profile consists of 20 items of information: the attainment of each child assessed in relation to the 17 Early Learning Goals descriptors, together with a short narrative describing the child's three characteristics of effective learning.



The Early Learning Goals: Best Fit Approach

- For each of the Early Learning Goals, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).
- A child's learning and development can be judged to be at the level expected at the end of the EYFS if the ELG description and accompanying exemplification best fit the practitioner's professional knowledge of the child.
- In order for Reception children to reach a good level of development, they should reach at least expected in the prime areas and literacy and mathematics.



Supporting Your Child's Learning

- Please make sure that your child brings their book bag and home learning record to school every day.
- It is important that you read with your child daily at home. Please use the reading record book to record your child's progress in reading.
- Please complete the home learning with your child every week.
- Come along to our workshops and presentations.
- As always, you're welcome to make an
- appointment to see your child's class teacher.





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