



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

## Communication and language

### ELG01 – Listening and attention

**Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.**

## **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. Focusing 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.

<b>Context</b> Emily is sat in a small group listening to a story.
<b>Observation</b> ' I know what happens next! Goldilocks goes upstairs and sleeps in baby bears bed. Then the bears come home. I think she was scared'

<b>Context – Parental observation</b> Amber is listening to some music with me in the lounge
<b>Observation</b>  We were listening to classical music and Amber was picking out all the instruments she could hear and telling us which ones she could hear. She was also doing different dances depending on the music and saying what the music reminded her of 'its like fairies' or ' a spooky forest'

<b>Context</b> Tom is recalling the adventures of the 'Adventure bear' as he travels around the world
<b>Observation</b>  'He starts in England, then goes to Australia, then into the sea and then into Canada and then he goes into.....what other countries have cold weather? '  Another child says Africa  'No its too hot there .....well he can go back to Australia'

Matthew was playing outside in the role play area that had been turned into a birthday cake bakery. He rolled a sausage shape with play-dough and began slicing it into circles. Claire drove up on a delivery bike and asked: "Are you making cakes?" Matthew looked up: "No I'm making little breads". He continued cutting... "No actually, I'm making cherries".

After listening to the story of "Goldilocks and the Three Bears", Matthew chose to work at the sand tray. As he made sandcastles he chatted to the other children who were making different shapes in the sand. "I've made a big sandcastle, a little sandcastle and a middle sized one!" he said.\*

Matthew listened hard to the story of "The Three Little Pigs", When asked: "Which houses will blow down?" He explained: "The straw house because the straw isn't strong enough".

S chose to paint a picture of an ostrich. "I like ostriches there is one in our story 'Handa's surprise'. The body needs to be brown and black. It has pink legs". While she painted she chatted about the ostrich taking the fruit in the story. "I'm going to paint some background – sky and grass".\*

*When listening to Handa's surprise Elouise said 'I bet that goat is going to knock Handa's basket off'*



# Early Years Unit

Name: Freddie

Date:

No. of terms spent in EY Unit: 1  
Language English

## Information on the activity

Adult directed/Child initiated

Interaction: individually/pair/group/

Time of day: am/pm

Area/Location: Role play

## OBSERVATION

Freddie was working alongside his friends in the 3 Bears cottage and was setting the table ready for lunch. He was encouraged to sort the cups, bowls and spoons into the 3 sizes (small, medium and large). He confidently matched up each place setting and spoke clearly about what he was doing. "Daddy bear needs the BIG spoon and Daddy bear needs to sit on the BIG chair. That's not his chair, that's the medium-sized chair for mummy bear." He swapped the chairs over. "That's better!" he said. He then went onto finding the place setting for mummy bear. "Where is the medium-sized bowl?" said Freddie looking in the cupboards. "Found it!" he called out. As he was setting baby bears place at the table the practitioner imitated the sound of the phone ringing. Freddie ran to the phone. "I bet it's Goldilocks.....yes it is! You have been very naughty and ate all baby bears porridge and broke his chair. You can't come and play at my house", he shouted slamming down the phone. Freddie pretended the phone was ringing again. "Oh no! It's Goldilocks again. What now? You can't come and eat all our food. We are going to lock the doors." At this point the practitioner intervened saying, "If she promises to play nicely and be good, can she come and play?" "Okay then." Freddie replied. She can come in 10 minutes. I will count to 10 and wait for her. 1, 2, 3, 4....." Freddie counted orally to 10 carefully and confidently. He continued to play alongside his friends getting lunch ready for Goldilocks. After about 30 minutes of sustained play he followed his friends outside.



Ben in cave

"We are going under the blankets to read a story, it is dark under there so we can use our torches. It is like being in a cave, really dark."

Ben, talking about safety with cables etc.

"You mustn't touch cause you will be electrocuted and then you might even die."

Ben + Kenzie

3 little pigs puppets.

Ben - W

I am going to blow your house down, now im going down the chimney and this is the chimney (Put a block on others) "here I come" oh no arghh! "Wolf burnt his bottom!!"

"little pig, little pig let me come in and ill blow your house in"

Listened to traditional tale of 3 little pigs and transfers this to independent play using three little pig puppets.



Whilst taking down patient information in role as a doctors receptionist Jessica turned round to listen to Scarlet about another patient being brought into the surgery. She then returned to her notebook to continue writing down the patients name and symptoms.



*J's favourite child choice activity is school teacher role play!*

*She had chosen this story from the book box and handled it as though sharing it with the class.*

*Good book handling skills – tracking text from left to right.*

*Looking closely at the pictures – identifying characters and the sequence of the story, J became aware of S. "Are you listening to my story? ...the end!"*



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

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