



Standards
& Testing
Agency

EYFS Profile exemplification Learning journey

Communication and language

ELG03 – Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Explanatory notes

The child uses talk to recreate, rehearse and reflect on his or her experiences and to clarify ideas and feelings. The child is keen to develop their vocabulary and may demonstrate their understanding of newly learned words by using them in context. The child speaks clearly and with confidence in both familiar and less familiar groups. They demonstrate an awareness of the listener for example by adding detail to explanations or asking questions in order to find out more information.

September

Atelier – child initiated

M was talking to another child, as she selected and arranged atelier objects on a mat.

M: "I'm making a smiley grin with some teeth...I need this for his hair (a feather)... the white ones are his teeth... these are the eyes...I need to put a nose on too!"



June

During adult led activities, the children had sown and looked after grass seed, planted sunflower seeds, and had read non-fiction books about caring for plants. During an afternoon session, M noticed and commented on the classroom spider plants (which had not been part of any intentional experiments)!

M: "Look at these! They've gone all brown. We didn't look after them because we were too busy. We didn't water them."

September

M was putting pictures she had made in the workshop into her book bag.

M: "this one is the shortest, but this one is the longest. I can't fit this one into my book bag because it's too long. I don't want to bend it."

September

During an afternoon free flow session, M and some other children were using the wii, connected to the interactive whiteboard. M told the other children how to use the wii controller to play the bowling game. M: "Press the back button and let go...I know all about wii because my brother J has one...Now it's your go...press the back button and swing...After he's had a go he will pass it to me. Then I will pass it to her..."

SPEAKING

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September

Writing area

M was drawing a picture and talking to B who was sitting beside her.

M: "I made it round for the face...and I put some feet on...and a big ear and a little ear..."

October

Outside – child initiated

M was sitting inside a tyre. As I walked by, she said "Look at me in my boat! I'm not sure where I'm going! Maybe I will go to an island, but I'm not sure yet!"

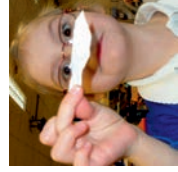


February

Workshop – child initiated

M was talking as she looked at the resources in the workshop area.

M: "I'm going to draw a rocket and I will cut it out...then I will stick it on my wall at home." She drew a picture, collected scissors and cut around the outline she had drawn. M: "This is my mini rocket...I'm going to write my name on the back!" She turned her rocket over and wrote her full name on the back.



October

During the afternoon session, a child from one of the other classes came to play in M's classroom. She brought him over to me and said, "This is my new friend. We met each other this morning and then again at dinner time. We made a rocket together outside!"

November

Outside adult supported activity (role playing a bonfire party and keeping safe)

M began collecting crates and piling them two high in a line. As she did this, she talked to other children. M: "We need to get these to make it like a fence. We will have to stand behind the fence so that we don't get burnt! Only grownups can touch the fire! It's very dangerous for children!"

That's why we have to wear gloves too – so we don't get our hands burnt!"

