



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.

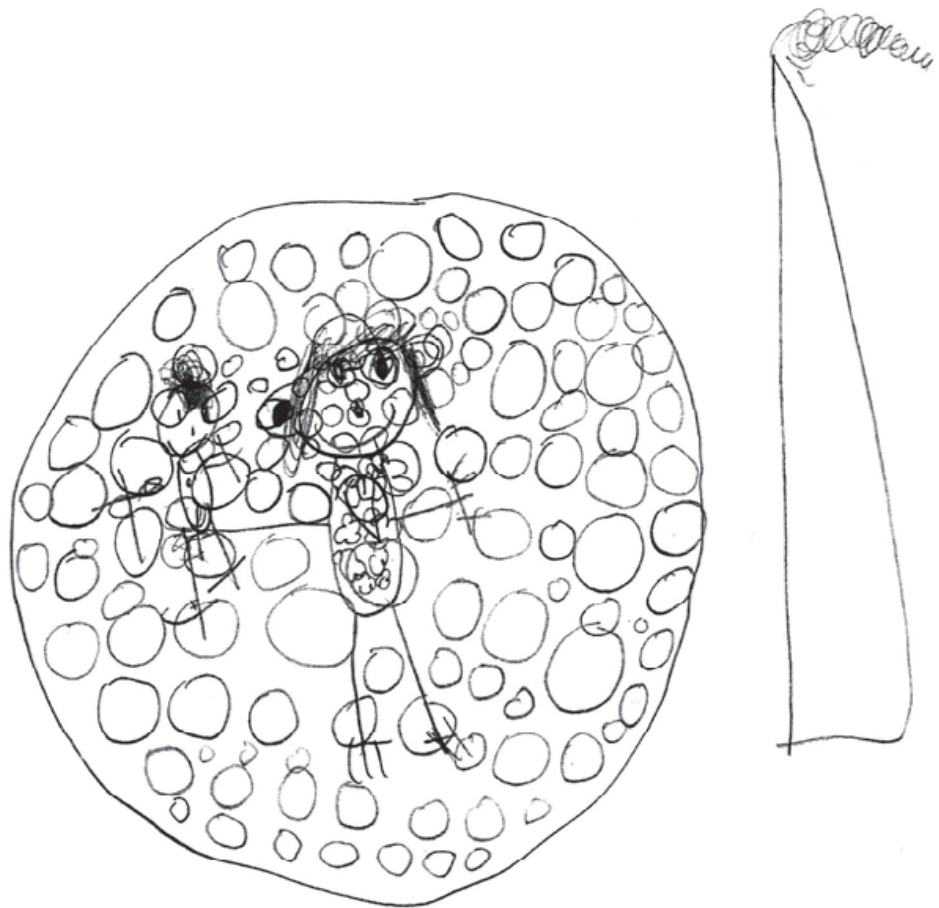
This document illustrates how information can be gathered to support EYFS profile judgements using a variety of evidence and forms of presentation. However there is no prescribed method of gathering evidence, nor any expectation that it should be recorded as shown in this document. The exemplification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



Oh sata day I

Went to the
met to the
doam

Is wama nd 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.'

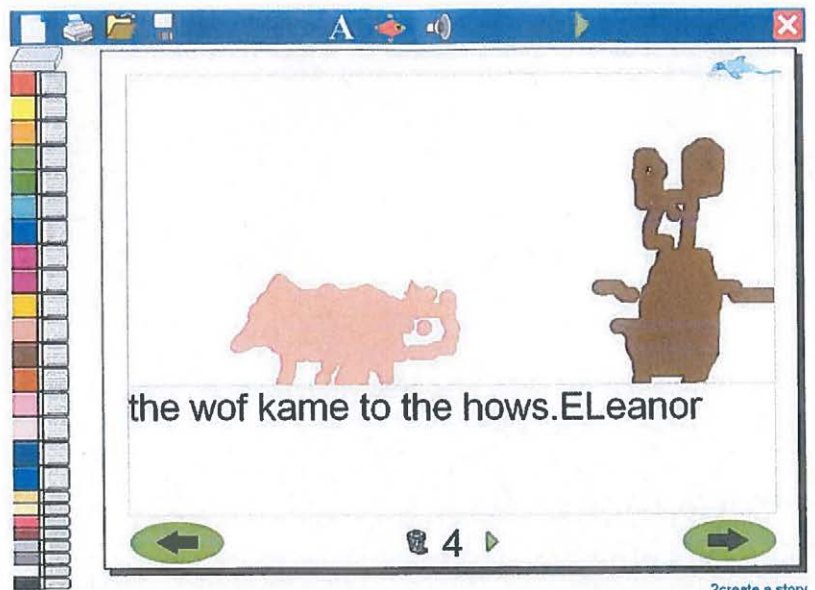
Context:

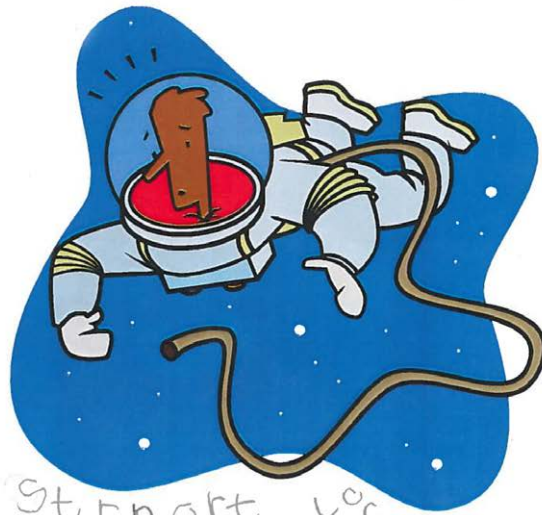
As part of their literacy time, the children had been reading and discussing the story of The Three Little Pigs. During her self-chosen learning time, she went to the computer and independently produced this work.

Text Reads

"The wolf came into the house. Eleanor"

Other links: Reading, Technology





a a st nort lost his
 Lu pa ^{jumper} sow ^{so} his
 he pux ^{space} agas
 soot on *

ELG, W, PD.

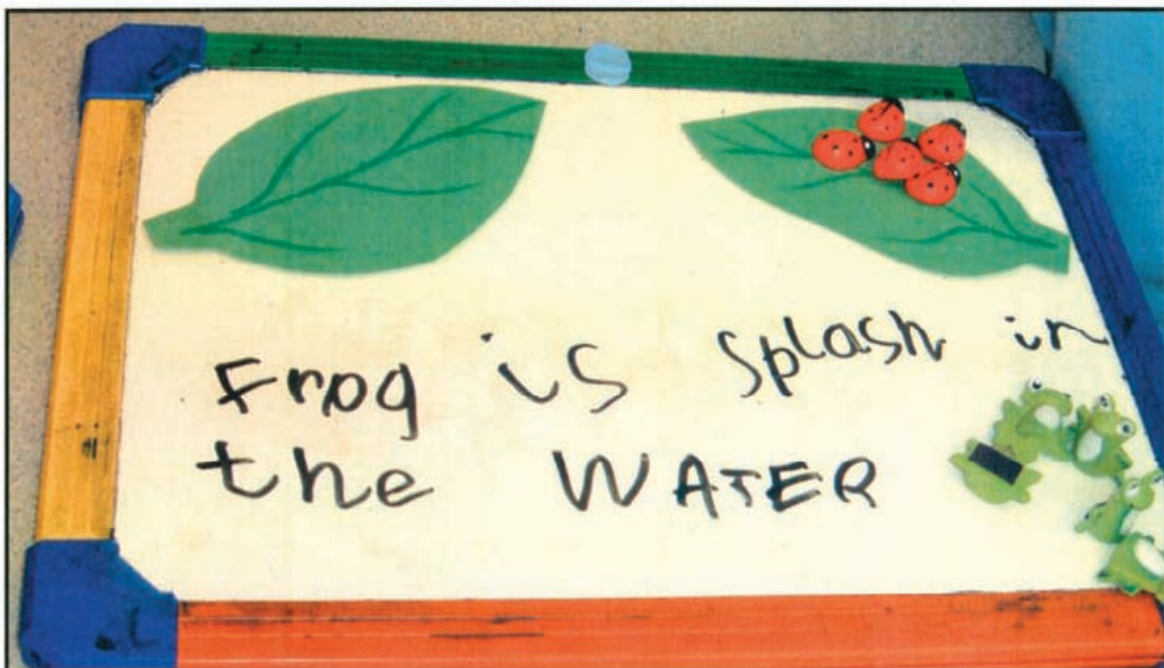
what super independent writing. You stretched out each words and spelt them by yourself. You read your caption to me. 😊

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
F xxxxxx

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'

How To Look after minibeest

1. do not stand on them

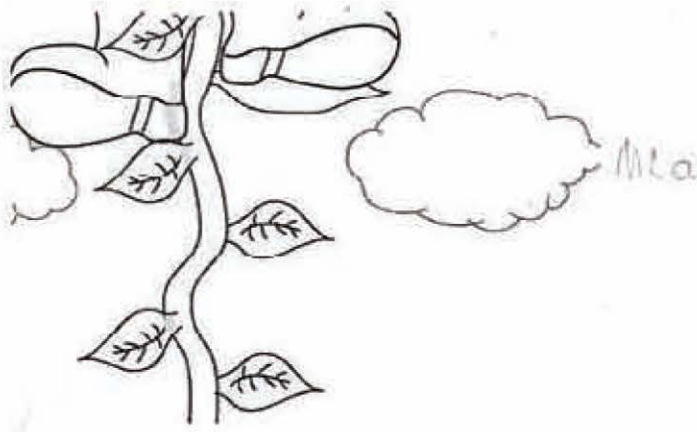
2. and neether pick them up

3. and neether chas them

4. Food and Frins too

5. neether make hos wen you make Lt School





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.'

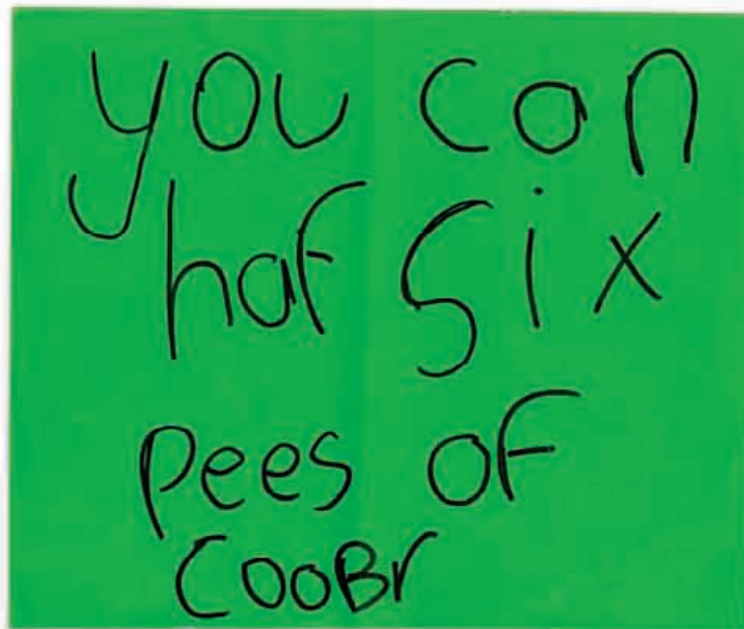
once a poho time
 there lived a boy
 with his Mummy
 he took his cow
 to the market
 he saw a old man
 who said the
 magic beans
 mummy found there
 a way

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



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



I Watched a
 Dinwison Movie
 It Was sooper
 exsiting



Good ^{need} meets
 btting ^{cement}
 the same
 mixer ^{bricks}
 the brick
 wind
 oas ^{windows}

Role play - construction site
 was playing the site manager,
 he showed me his "plan." And then
 told everyone what they needed to
 build it.

K-W-ELG
 EAD-BI-ELG

CEL - Creating and
 thinking critically.
 Playing + exploring

In fut ball
 you hat to
 worm
 The up.
 #11 goalie naztoo
 the and
 you ball get
 get need to
 a goal.



ELG 10 Writing.
 ELG 4 PD

In football you had to warm up.

The goalie has to try and get the ball.

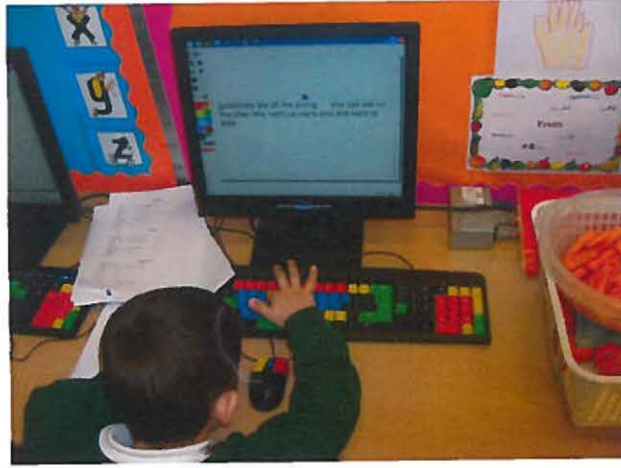
You need to get a goal.

This child independently went to the writing table and responded to an outdoor football session she had been involved in.

I got a scab from the water slides
 and went to the caravan with
 my brother and my mom and dad
 and nanee and granddad and
 my cousins Kaym.

I got a scab from the water slides and went to the caravan with my brother and my mom and dad and nanee and granddad and my cousins came.

News writing during CIE session able to read back.



goldilocks ate all the porrig. she oso sat on the
 chair. she went up ^{stairs} and she went ^{also} to
 sleep. daniel.



The litol bair looct owt of his windoa

Amy worked with
 Amelie to make this
 picture. She drew +
 then Amelie wrote
 the sentence. They
 talked about it as
 she wrote.

It is crawling
 and is moving
 and is crawling
 every and walk
 and is got five
 legs.



caterpillars et

leaves. They

have lots

of legs. He

made a cocoon.

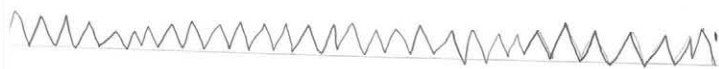
mya

Helena was fascinated by the snails and spent a long time observing them. She then made a detailed model of a snail, twisting the tissue paper into loops. Finally she wrote a sentence in an arc over the snail, re-reading and correcting a couple of words by herself.

the snail sleeps on the ground
 the snail leaves slime on the ground
 the snail grows



LOST



Lost-flute Wit cat.

it is a girl her name
is Diamond.

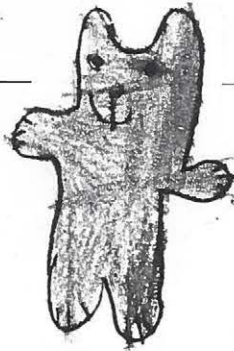
LOST HONEY-BEAR

He is fluffy and

goldish yellow. He looks old

and a bit dirty with a

sewed on nose.



Lost Honey bear
He is fluffy and
goldish yellow.
He looks old and a
bit dirty with a
sewed on nose

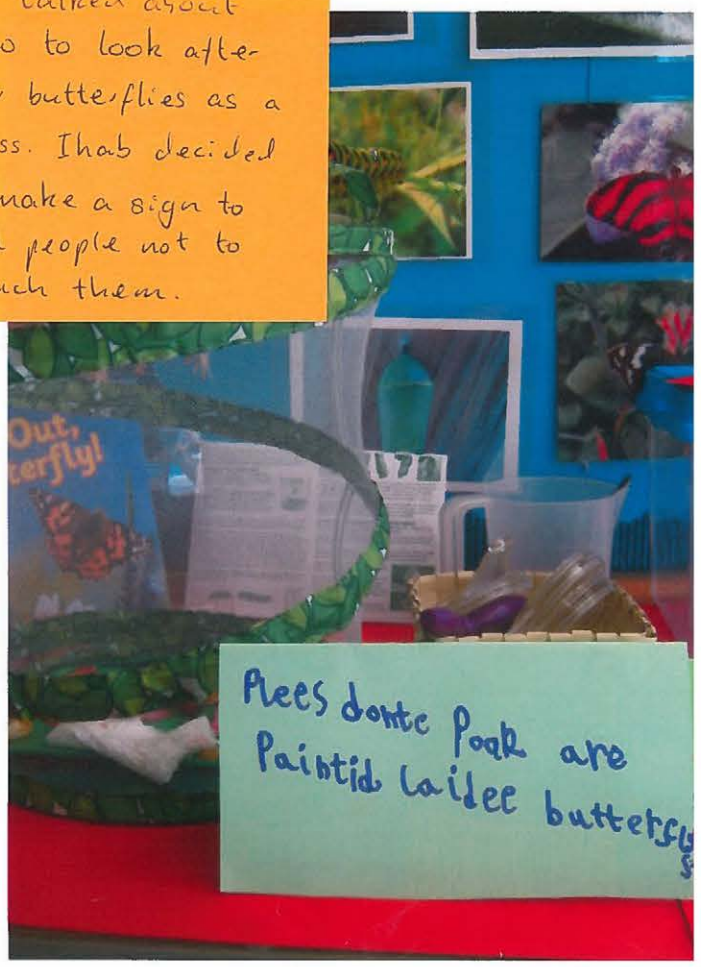
made a poster
about her lost teddy
bear. She looked at
posters within the environment
and went back to change
her title to capital letters.

child initiated

I got a
 can bed. Pat my
 To feree
 woble toof I
 please toof in my
 giver a coin
 Love from Bilal

Bilal - independent writing at busy table. Bilal had a wobbly tooth, so he decided to write a letter to the tooth fairy.

We talked about how to look after our butterflies as a class. I had decided to make a sign to tell people not to touch them.



I Sthoar the boat.
 I went on a chracter.
 I went on a fam. tractor
 the boat was flufee
 ther chracter was fast. fluffy



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