

The Early Years Foundation Stage Profile:

A guide to the 'Expected' and 'Exceeding' descriptors 2019



ELG	Expected descriptor	Exceeding descriptor (Subject to change)
Communication and language		
ELG 01 Listening and attention <div data-bbox="103 312 600 528" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>QA sense checks:</p> <p><i>'expected' level for Reading rests upon 'expected' for Listening and attention</i></p> </div>	<p>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.</p>	<p>Listening and attention: Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p>
Notes to support in identifying the difference between the expected and exceeding level descriptors.	<ul style="list-style-type: none"> • Focus on listening and response 	<ul style="list-style-type: none"> • Listening and following instructions • Asking for clarification • Sustained concentration - no props • Listening in large groups
ELG 02 Understanding <div data-bbox="103 799 600 1015" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>QA sense checks: <i>Unlikely to achieve 'expected' for this ELG unless also 'expected' for Speaking.</i></p> </div>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Understanding: After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</p>
Notes to support in identifying the difference between the expected and exceeding level descriptors.	<ul style="list-style-type: none"> • How and why questions about their experiences stories or events. 	<ul style="list-style-type: none"> • Questions about 'why' • Expressing views.

<p>ELG 03 Speaking:</p> <p>QA sense checks:</p> <p><i>An outcome at 'emerging' for Speaking' likely to imply 'emerging' in several other ELG's including Understanding; Self-confidence and self-awareness; Managing feelings and behaviour; Shape, space and measures; People and communities and the World</i></p>	<p>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.</p>	<p>Speaking: Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>
<p>Notes to support in identifying the difference between the expected and exceeding level descriptors.</p>	<ul style="list-style-type: none"> • Events that have happened or are to happen 	<ul style="list-style-type: none"> • Imagining possibilities • Explaining or justifying • Range of vocabulary used imaginatively
<p>Physical development</p>		
<p>ELG 04 Moving and handling</p> <p>QA sense checks:</p> <p><i>Outcome at 'emerging' implies unlikely to achieve 'expected' for Writing. For clarification of 'emerging' look at Development Matters 30-50</i></p>	<p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Moving and handling: Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>
<p>Notes to support in identifying the difference between the expected and exceeding level descriptors.</p>	<ul style="list-style-type: none"> • mark making • Using tools including pencils 	<ul style="list-style-type: none"> • Specific physical abilities listed • Advanced fine motor demonstrated through correct pencil grip, preferred hand, writing on lines, letter size

<p>Additional notes from Local Authority Partnership agreement</p>	<ul style="list-style-type: none"> • In the Expected descriptor - 'Effectively' is about recognising when the child has achieved their purpose, i.e. they can make it work for the task they have chosen to do. May not be using tools correctly • Correct pencil grip is in Exceeding 	
<p>ELG 05 Health and self-care:</p>	<p>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Health and self-care: Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>
<p>Notes to support in identifying the difference between the expected and exceeding level descriptors.</p>	<ul style="list-style-type: none"> • Focus on knowledge • Personal independence in dressing 	<ul style="list-style-type: none"> • Focus on application of knowledge • Advanced dressing skills specifically noted
<p>Additional notes from Local Authority Partnership agreement trialling</p>	<ul style="list-style-type: none"> • Expected- 'Manage their own basic hygiene' is important. As part of 'managing' a child may make a decision to ask for help. This implies that children with physical disabilities may be able to achieve expected, it's about learning to manage their dressing • Expected -can be a 'conversational' choice, a conversation that demonstrates they know and understand the need to make choices • Exceeding- beyond management, advanced dressing skills such as fastening buttons and laces • To achieve Exceeding- The ability to apply knowledge about healthy choices is needed, need to actually demonstrate making healthy choices 	
<p>Personal, social and emotional development</p>		
<p>ELG 06 Self-confidence and self-awareness:</p>	<p>Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk</p>	<p>Self-confidence and self-awareness: Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the</p>

	about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	things they don't find easy . They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
Notes to support in identifying the difference between the expected and exceeding level descriptors.	<ul style="list-style-type: none"> • What they like and don't like • Asks for support 	<ul style="list-style-type: none"> • Aware of their own areas of challenge • Resourceful in finding support • Talking about proposed plans • Able to evaluate and suggest change
ELG 07 Managing feelings and behaviour <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>QA sense checks:</p> <p><i>Unlikely to achieve 'expected' for this ELG unless also 'expected' for Speaking.</i></p> <p><i>Strong links to Characteristics</i></p> </div>	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules . They adjust their behaviour to different situations, and take changes of routine in their stride.	Managing feelings and behaviour: Children know some ways to manage their feelings and are beginning to use these to maintain control . They can listen to each other's suggestions and plan how to achieve an outcome without adult help . They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.
Notes to support in identifying the difference between the expected and exceeding level descriptors	<ul style="list-style-type: none"> • Developing behaviour control and self-management 	<ul style="list-style-type: none"> • 'know' and 'use' • Indicates higher level of self-management, self-control & self-discipline • Application of knowledge
ELG 08 Making relationships	Children play cooperatively , taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Making relationships: Children play group games with rules . They understand someone else's point of view can be different from theirs . They resolve minor disagreements through listening to each other to come up with a fair solution . They understand what bullying is and that this is unacceptable behaviour.
Notes to support in identifying the difference between the expected and exceeding level descriptors.	<ul style="list-style-type: none"> • Focus on cooperation and positive interaction 	<ul style="list-style-type: none"> • Ability to problem solve and find effective resolution. • Understand concept of bullying

Literacy		
ELG 09 Reading QA sense checks: <i>'expected' level for Reading rests upon 'expected' for Listening and attention</i>	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words . They demonstrate an understanding when talking with others about what they have read.	Reading: Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.
Notes to support in identifying the difference between the expected and exceeding level descriptors.	<ul style="list-style-type: none"> Phonetic strategies to decode regular and irregular words Strategies to understand story Reads some irregular words 	<ul style="list-style-type: none"> Successfully uses a range of strategies to read unfamiliar vocabulary Reads many irregular words Can describe main events
ELG 10 Writing QA sense checks: <i>'expected' in Writing unusual unless also 'expected' for Moving and Handling</i>	Children use their phonic knowledge to write words in ways which match their spoken sounds . They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible .	Writing: Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.
Notes to support in identifying the difference between the expected and exceeding level descriptors.	<ul style="list-style-type: none"> Focus on writing phonetically in a range of contexts 	<ul style="list-style-type: none"> Focus on correct spelling Regular and many irregular words Using key features of narrative
Additional notes from Local Authority Partnership agreement trialling	<ul style="list-style-type: none"> Writing that uses phonetically plausible words falls within an 'Expected' level and spelling phonetically regular words are at an Exceeding level. Exceeding focus on key features of narrative 	
Mathematics		
ELG 11 Numbers	Children count reliably with numbers from one to 20 , place them in order and say which number is one more or one less than a given number. Using	Numbers: Children estimate a number of objects and check quantities by counting up to 20. They solve

	quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. (This descriptor has been amended to reflect the increased level of challenge applied to the expected descriptor following the Tickell review.)
Notes to support in identifying the difference between the expected and exceeding level descriptors.	STA additional guidance re Expected Descriptor - The specification of 1-20 refers to the first part of the statement ie. Counting reliably, placing in order and one more /one less. The second part of the statement refers to the adding and subtracting of 2 single digit numbers so by default goes up to 18 (9+9). There is no specification on the doubling and halving as this is more about the concept and idea of sharing, doubling and halving and it would be up to the practitioner to determine the quantities/objects used. Cross LA agreement: The doubling halving and sharing within the ELG is in relation to practical contexts and within routines. Within the exceeding descriptor, it relates to numbers and problem solving. Estimation in exceeding not expected	
ELG 12 Shape, space and measures QA sense checks: <i>Unlikely to achieve 'expected' for this ELG unless also 'expected' for Speaking.</i> <i>If 'expected' for this ELG, probably also 'expected' for Understanding.</i>	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise , create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Shape, space and measures: Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.
Notes to support in identifying the difference between the expected and exceeding level descriptors.	<ul style="list-style-type: none"> • Focus on growing awareness - noticing, recognising • Use of language to describe, talk about 	<ul style="list-style-type: none"> • Focus on doing/application of knowledge
Additional notes from Local Authority Partnership agreement	Expected level is about using everyday language (e.g. circle, bigger, lighter). Exceeding level is about using applying (i.e. "I'm going to weigh this and it weighs / and / or is heavier than...")	
Understanding the world		
ELG 13 People and communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same	People and communities: Children know the difference between past and present events in their own lives and

<p>QA sense checks:</p> <p><i>Unlikely to achieve 'expected' for this ELG unless also 'expected' for Speaking.</i></p>	<p>things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>some reasons why people's lives were different in the past.</p> <p>They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>
<p>Notes to support in identifying the difference between the expected and exceeding level descriptors.</p>	<ul style="list-style-type: none"> • Focuses on past and present in relation to themselves and family • Developing sensitivity towards other children 	<ul style="list-style-type: none"> • Past and present in relation to others • Reflective on differences in the past • Aware of differences in other children and other people – • Attitudes and belief systems - broader and deeper understanding of respect.
<p>Additional notes from Local Authority Partnership agreement</p>	<ul style="list-style-type: none"> • Expected - What do we mean by communities? For young children this would be their class/school/church • Expected - What do we mean by traditions? For young children this would mean their personal traditions such as seeing Grandma on Sundays, taking their soft toy to bed, always opening presents in the morning on Christmas day • Exceeding- knowing the cultural calendar of events 	
<p>ELG 14 The world</p> <p>QA sense checks:</p> <p><i>Unlikely to achieve 'expected' for this ELG unless also 'expected' for Speaking.</i></p> <p><i>If 'expected' for this ELG, probably also 'expected' for Understanding.</i></p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>The world: Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>

<p>Notes to support in identifying the difference between the expected and exceeding level descriptors.</p>	<ul style="list-style-type: none"> • Focus on investigative, experiential learning, discussing what is seen and discovered 	<ul style="list-style-type: none"> • Awareness of Influence of human activity • Application of scientific knowledge base
<p>Additional notes from Local Authority Partnership agreement trialling</p>	<ul style="list-style-type: none"> • Expected- need opportunities for investigating and experiential learning. • Exceeding- 'influenced by human activity' meaning 'things happen as a result of our actions' • To get Exceeding children need to have experiences that look beyond labelling but give children a real context to ask questions why/when 	
<p>ELG 15 Technology</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Technology: Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>
<p>Notes to support in identifying the difference between the expected and exceeding level descriptors.</p>	<p>Use technology and aware of it in familiar places.</p>	<p>Selection for purpose</p>
<p>Additional notes from Local Authority Partnership agreement trialling</p>	<ul style="list-style-type: none"> • To achieve Expected children need to experience a range of technology • For both Expected and Exceeding accessing information from parents and carers provides a breadth of attainment not necessarily available to the teacher from the classroom provision. i.e. skyping daddy in New Zealand, playing on smart phone, using DVD. • What else could we send home to support communication about technology and to support the language needed? • Exceeding- having an identified need and making choices about the technology needed to achieve their goal i.e. what is the best tool to do this? The intent is important 	

Expressive arts and design		
<p>ELG 16 Exploring and using media and material</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>QA sense checks:</p> <p><i>Unlikely to achieve 'expected' for this ELG unless also 'expected' Moving and handling, as depends on child's confidence in exploring and manipulating media, including construction materials.</i></p> </div>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Exploring and using media and materials: Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed</p>
<p>Notes to support in identifying the difference between the expected and exceeding level descriptors.</p>	<ul style="list-style-type: none"> • Playful exploration and experimentation 	<ul style="list-style-type: none"> • Development of ideas and interests • Specific creative design/purpose • Combining/ changing purposefully
<p>Additional notes from Local Authority Partnership agreement trialling</p>	<ul style="list-style-type: none"> • In order to achieve expected children need to have explored a range of media, tools and techniques • Expected- need for the environment to be set up in such a way that promotes these opportunities • Expected- is about experimenting • Exceeding- is about developing ideas, making decisions, combining and changing their ideas with a purpose lined to their decision making processes • Linked with moving and handling 	

<p>ELG 17 Being imaginative</p> <p>QA sense checks:</p> <p><i>Unlikely to achieve 'expected' for this ELG unless also 'expected' Moving and handling, as depends on child's confidence in exploring and manipulating media, including construction materials.</i></p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Being imaginative: Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>
<p>Notes to support in identifying the difference between the expected and exceeding level descriptors.</p>	<ul style="list-style-type: none"> • Using and representing own ideas • Focus on own work 	<ul style="list-style-type: none"> • Talking about ideas and processes • Own work and work of others • Reflecting and reviewing • Able to recognise strengths of others
<p>Additional notes from Local Authority Partnership agreement trialling</p>	<ul style="list-style-type: none"> • Expected – focus on representing own ideas • For Expected could be an 'adult led prompt' but not 'everyone making the same' • Exceeding - reflective on their own work and the work of others 	