

Early Years Foundation Stage Framework

Information for Parents and Carers

What Is the Early Years Foundation Stage Statutory Framework?

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.

★ What Is the EYFS Profile?

The EYFS profile is sometimes known as the early years profile or EYFSP.

It summarises a child's attainment at the end of the Early Years Foundation Stage (EYFS), which is when they finish their reception year.

In September, the child will then move into key stage 1 as they enter their year 1 class.

★ What Are the Early Learning Goals?

The EYFS profile summarises a child's attainment against the early learning goals. There are seventeen early learning goals (sometimes shortened to ELGs) across all the Areas of Learning.

The early learning goals are the goals or targets that children are working to achieve by the end of reception.

The goals cover a range of skills that children will have been learning and practising throughout the Early Years Foundation Stage.

The Early Learning Goals

The early learning goals are grouped together into seven Areas of Learning. There are seventeen early learning goals in total. Here is a summary of the goals and some of the skills they cover:

Communication and Language (CL)

- **Listening, Attention and Understanding:** includes holding conversations, making comments and asking questions about what they've heard and showing good listening skills.
- **Speaking:** includes offering explanations and expressing their ideas and feelings in full sentences.

Physical Development (PD)

- **Gross Motor Skills:** includes showing balance and coordination in large movements, such as running, jumping and climbing.
- **Fine Motor Skills:** includes using a range of small tools, such as cutlery, paintbrushes and scissors, along with holding and controlling a pencil.

Mathematics (M)

- **Number:** includes understanding numbers to ten, subitising (the ability to recognise amounts in small groups without counting) and recalling pairs of numbers that make five or ten (number bonds).
- **Numerical Patterns:** includes counting to twenty and beyond and comparing quantities and number patterns, such as odd and even numbers.

Personal, Social and Emotional Development (PSED)

- **Self-Regulation:** includes showing an understanding of their own feelings and those of others.
- **Managing Self:** includes managing their own basic hygiene needs and showing independence.
- **Building Relationships:** includes working and playing with others, taking turns and making friends.

Literacy (L)

- **Comprehension:** includes retelling stories and using new vocabulary.
- **Word Reading:** includes using their knowledge of phonics to read letters, words and simple sentences.
- **Writing:** includes writing letters, words and simple sentences.



Understanding the World (UW)

- **Past and Present:** includes knowing some similarities and differences between things in the past and the present day.
- **People, Culture and Communities:** includes knowing some similarities and differences between religious cultures and communities.
- **The Natural World:** includes exploring the natural world, making observations and knowing some similarities and differences between different environments.

Expressive Arts and Design (EAD)

- **Creating with Materials:** includes using different materials, tools and techniques to represent their ideas.
- **Being Imaginative and Expressive:** includes creating stories and singing rhymes, songs and poems.



★ How Is the Profile Completed?

Reception teachers will use their knowledge of what each child knows, understands and can do in order to decide the outcomes presented in the profile. They will also take into account the views of other people, including parents and carers, other members of staff and other agencies, such as childminders or speech and language teachers.

For each of the seventeen early learning goals, children will be awarded an outcome. This will be either:

- 'Emerging' - meaning that the child is not yet reaching the expected level
- 'Expected' - meaning the child has reached the expected level

These outcomes will be shared with the child's parents/carers and their year 1 teacher.

Remember, there is no need to worry if your child is given an emerging level for one or more of the goals. Children develop at different rates and the main purpose of the profile is to provide support for each child at the correct level as they continue through the school.

How could you help learning and development at home to support the new EYFS reforms?

- Read stories daily to your child and use them as an opportunity to talk about the characters and events in the story. You could also discuss some of the details children have spotted in the pictures, such as the character's facial expressions.
- Have lots of conversations with your child throughout the day. Try and increase their vocabulary by using a wide range of vocabulary.
- Practise counting with your child and looking at small groups of items. Explore what happens to numbers when you put these small groups of items together, or split a larger group into two smaller groups.
- Support your child's early reading by practising phonic skills, such as recognising letter sounds and blending them together to read words. Also, support your child with their writing by checking they are forming their letters in the correct way and holding a pencil properly.
- Encourage your child to make healthy food and drink choices, especially related to sugar content and how this can affect teeth. Also, support your child to properly brush their teeth at least twice a day at home.
- Plan activities that allow your child to be active and develop their strength through large body movements as well as smaller, more precise movements.