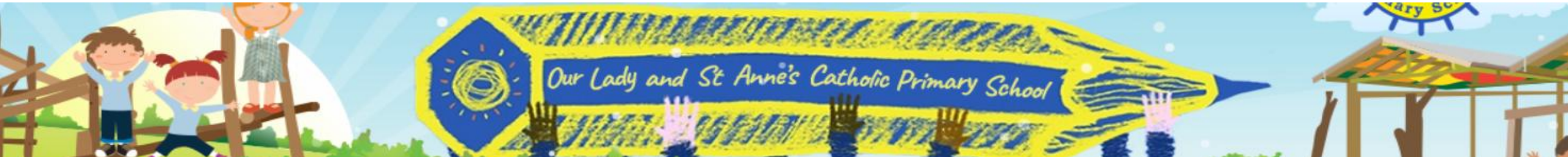
Ready for Year 1

How you can help your Reception child work towards the Early Learning Goals and prepare your child for the transition into Year 1 in September.



What are the Early Learning Goals?

The Early Learning Goals (ELGs) establish expectations for children's learning and development by the end of the Early Years Foundation Stage. There are 17 Early Learning Goals across the 7 areas of the Early Years curriculum. The 17 targets are benchmarks which your child is aiming to achieve by the end of Reception class. Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the Reception class.

The EYFS profile recognises and values linguistic diversity and is inclusive of children whose home language is not English. However, the ELGs for communication and language, and for literacy, must be assessed in relation to the child's competency in English.

Personal, Social and Emotional Development (PSED)

Early Learning Goals
Self-Regulation
• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self
• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships
• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Personal Social and Emotional Development

- Try playing some simple board or card games together or try working together to build a jigsaw puzzle.
- Encourage your child to talk about their friends and arrange opportunities to invite friends round for tea or meet up at a park for the children to play together.
- Encourage children to talk about their likes and dislikes in terms of activities they like and do not like to do. Encourage them to explain their thoughts and feelings.
- Encourage children to be independent but to ask for help when needed. Encourage them to talk to familiar adults and children about activities they would like to do.
- Discuss different feelings – try acting out different emotions for children to identify.
- Discuss plans and routines and encourage children to talk about their daily activities.







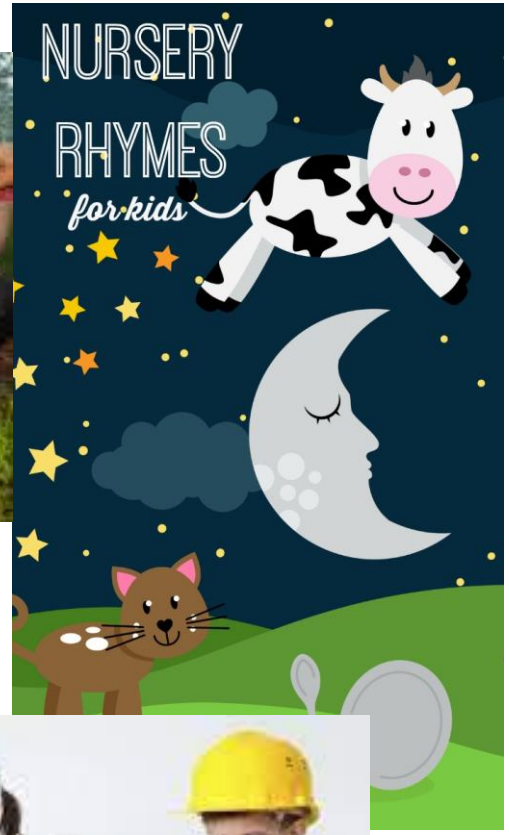
Communication and Language (C&L)

Early Learning Goals
Listening, Attention and Understanding
• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking
• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Communication and Language

- Initiate conversations with your child, ask questions and demonstrate how to be a good listener.
- Share rhymes, songs, books and stories. Talk about what is happening in the stories or rhymes. With a familiar rhyme or book, stop suddenly and ask your child to continue, or you could accidentally get the words 'wrong' and your child could correct you!
- When sharing stories together, talk about the story and the characters. Ask your child to explain events in stories.
- Model correct sentence structure and words – instead of over correcting your child, repeat words or sentences, e.g. if your child says "buyed an apple" say "Yes, you bought an apple."
- When you have a holiday, a day out or a trip somewhere, work together to create a record of the event, such as a photo, collection of objects or a drawing, which you can talk about later.
- Talk about your children's interests and encourage them to learn and use new vocabulary.









Physical Development

Early Learning Goals
Gross Motor Skills
• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills
• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Our Lady & St Anne's Catholic Primary School
Our Love Shines Always









Physical Development

- As a family, try some different active activities! You could try; dancing, playing football, going for walks, riding a bike or going swimming.
- Encourage children to try using different types of materials and simple tools. Provide playdough or salt dough to knead and make model, as well as beads to thread onto laces. You could also provide tools, such as child-safe scissors, paintbrushes, crayons, and child-safe knives and forks.
- Encourage your child to get dressed/ undressed independently and manage their own personal hygiene (such as washing their hands and brushing their teeth).
- Encourage your child to talk about healthy food choices. Go shopping with your child and talk about healthy foods and why a balanced diet is important.

Literacy

Early Learning Goals
Comprehension
• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading
• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing
• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.







Literacy

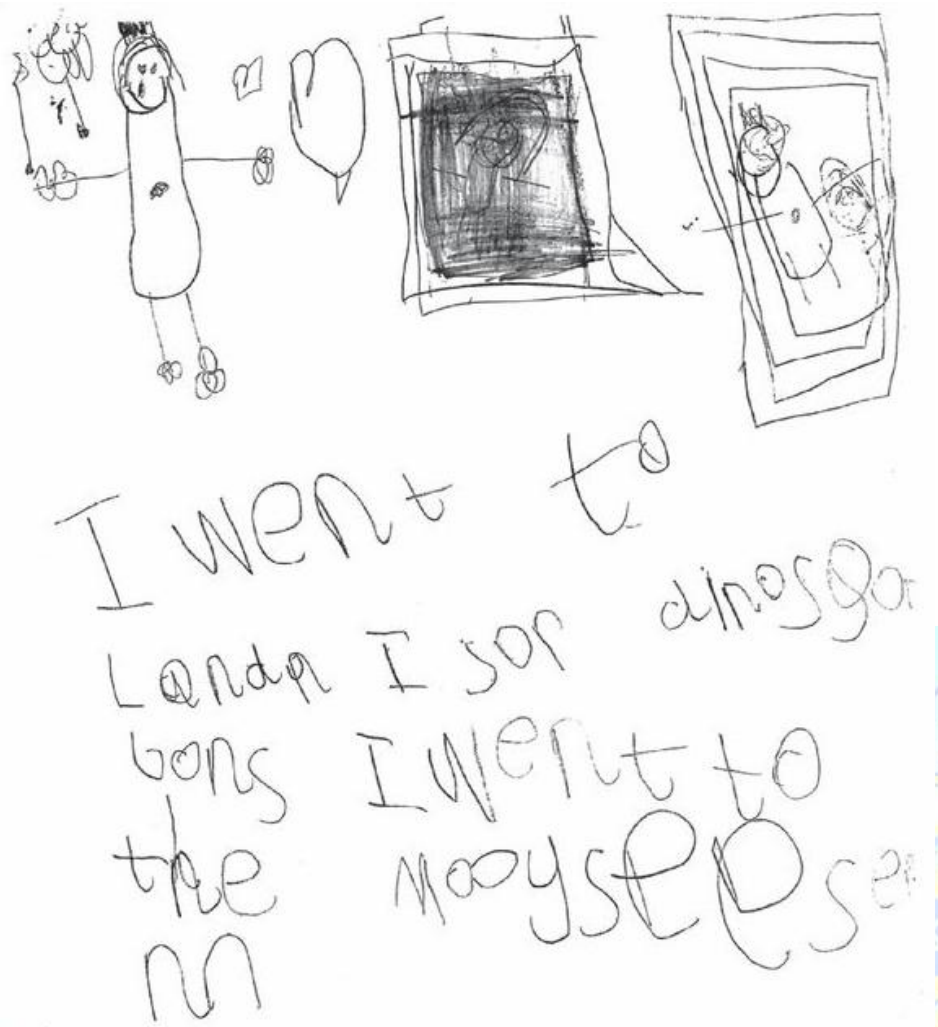
- Share pleasure in reading with your child. Share books together and join a local library. Encourage your child to look at a range of different books such as, stories, poems, information books and comics. Talk about favourite stories and characters.
- Practise identifying letter sounds (phonics). Look for letters you see when you visit different places and demonstrate reading the words.
- Make word and letter sound cards for sounds or words your child finds tricky. Try saying them in funny voices to help practising them more fun!
- Encourage your child to explore writing using different materials such as pencils, chalk, crayons and pens. They could try writing letters into a tray of sand or flour using a finger or try painting letters onto a pavement using a paintbrush and water.
- Demonstrate different purposes for writing such as writing a shopping list, writing a greetings card or a postcard when on holiday. Encourage children to try writing for different purposes too and praise them for their efforts.

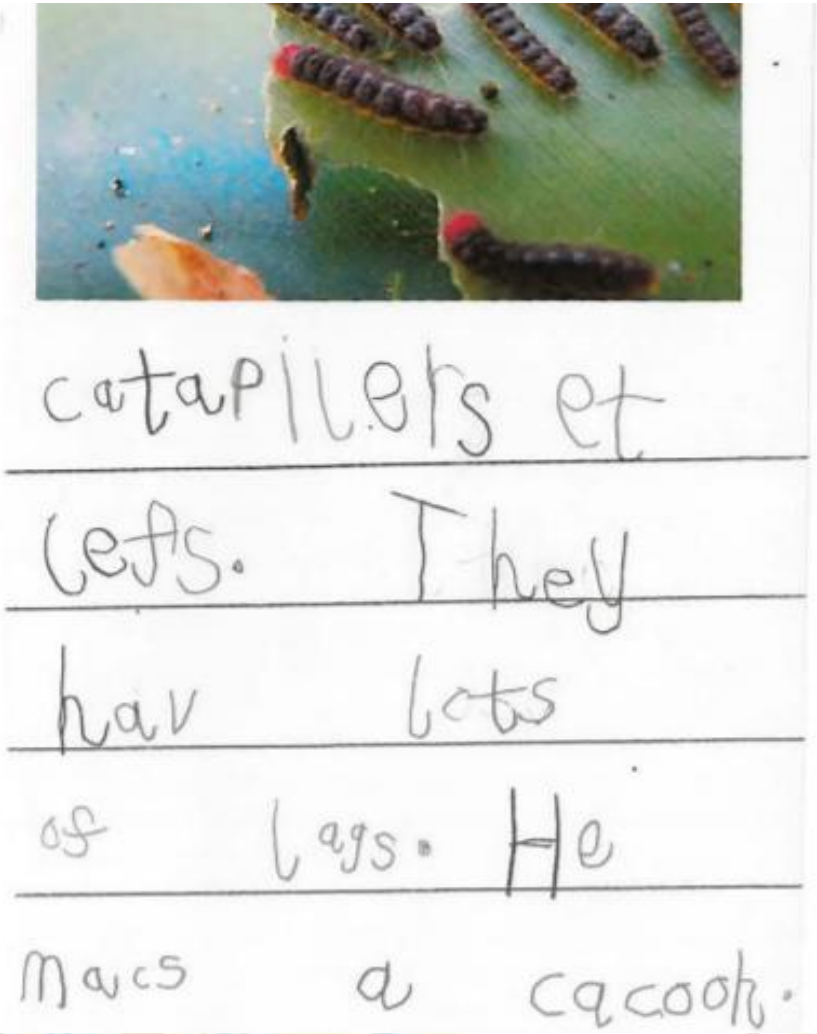




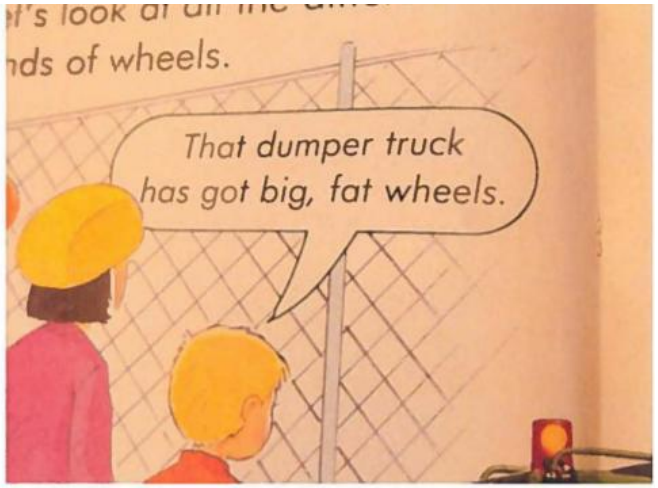


This is the expected level of a child reaching the early learning goal for writing.



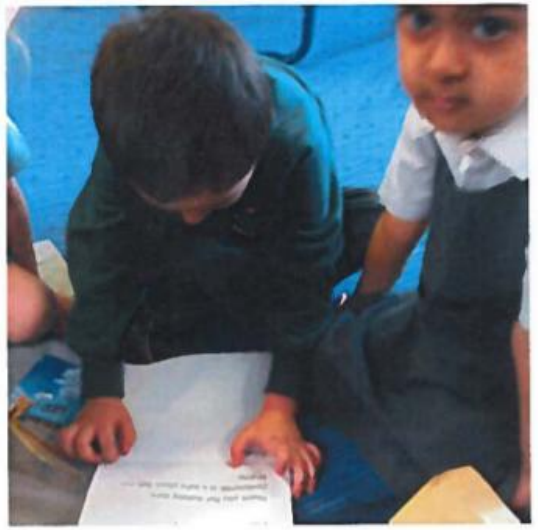


This is the expected level of a child reaching the early learning goal for Reading.



Observation

Alisha independently chose a big book to look at. She spent a few minutes looking at the book until a younger child approached and kneeled down next to her. The child asked "What is that?" Alisha pointed to the text and read "Th-a-t that d-u-m-p-er dumper t-r-u-ck has got big, fat w-h-ee-l-s. It is a dumper truck."



Dear Police Officer,

Thank you for making sure that the village is a safe place for me to play.

From Ella

A was able to read a simple thank you letter to the other 3 members of his group. He then said, "I know where it needs to go." He then placed it correctly onto the police station image on the large map to show the class that his group had received a thank you letter written to the police.

Mathematics

Early Learning Goals
Number
• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns
• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Our Love Shines Always
Our Lady and St Anne's Catholic Primary School







Mathematics

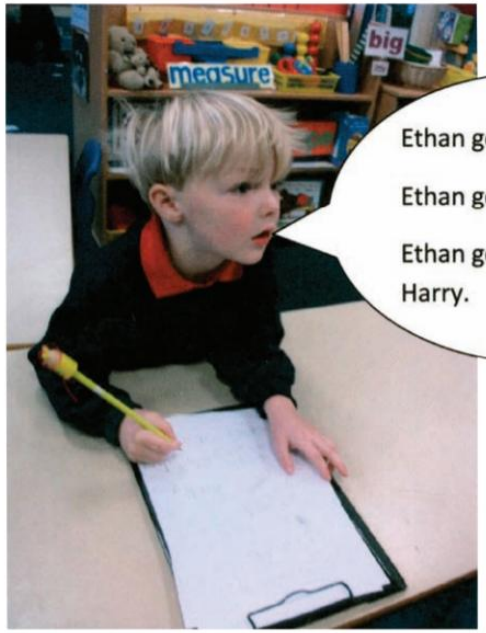
- Look for numbers when you visit different places. Talk about house numbers, car number plates, prices of goods in the supermarket, etc. Challenge children to identify the numbers and say which number is one more or one less than the ones they see.
- Play dice games with your child such as snakes and ladders.
- Talk about simple addition and subtraction in practical ways. Use toys or other items to demonstrate addition by counting on and subtraction by counting back.
- Look for 2D and 3D shapes around the house or when out and about and ask your child to describe them. Encourage the use of correct terms such as 'sides' and 'corners'. Build models or pictures using empty packaging or paper shapes and talk about the shapes used.
- Compare size, weight and capacity. Get your child using words like 'longer', 'shorter', 'taller', 'heavier', 'lighter', 'full' and 'empty'. Talk about things you see in the world around you, or create opportunities for comparison, perhaps by rolling playdough snakes ('Can you make a longer/ shorter one?') or pouring water into different cups during bath time.





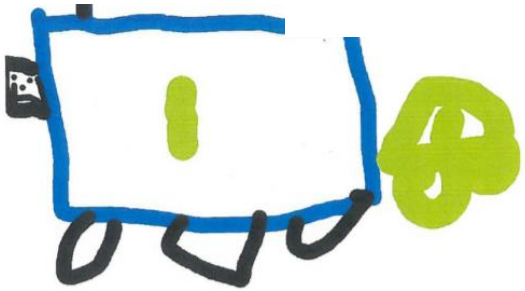


These are examples of number evidence for an expected child.



Zachary and Anna had had quite a few throws which they had written down as a string of numbers or scores... (4 5 5 4 4) and (4 5 4 5 5) They soon realised it was too hard to add this many numbers together (we had been adding 2 scores together previously!) Anna got some compare bears and was sorting them into 'score piles'. They then used these piles to try and work out their total scores!





A story made up as he works on the computer.

This is Thomas and his friends. They are going to the shops. They are going to buy chocolate. They are going to share the chocolate. There are 5 pieces, it is an odd number so they can't share it equally so they will cut one piece in half.

Mia shared 10 frogs equally between 2 lilypads. "half of 10 is 5, 5 on that pad and 5 on this one, that's fair."

Understanding the World

Early Learning Goals
Past and Present
• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World
• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.







Understanding the World

- Talk about special events in your family, such as holidays, weddings, birthdays and celebrations. Maybe bring in a souvenir to show the class!
- Take a trip to a park and look at the plants, insects and animals.
- Explore different weather conditions and talk about seasonal changes in the world around you.
- Go on a technology treasure hunt at home! Talk to your child about how we make these things work and how to use them safely.
- Look at different types of technology when you're out and about. They could explore using a camera to take photos on days out too.







Expressive Arts and Design

Early Learning Goals
Creating with Materials
• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive
• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Our Love Shines Always
Our Lady and St Anne's Catholic Primary School
St Anne's Catholic Primary School











Expressive Arts and Design

- Try some different creative activities using a variety of different materials such as; making musical instrument models using empty packaging, collage activities to make pictures using wool or coloured paper and mix colours of paint to paint pictures.
- Encourage children to sing their favourite songs and listen to music.
- Try using some toys or make some puppets and create your own story!
- Try setting up a pretend shop, restaurant, hairdressers salon, workshop or classroom. Role play as customers and shopkeepers, etc. and create stories and scenes together.

Summer Term 2026

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on on-going observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics,

- playing and exploring
- active learning
- creating and thinking critically.

All of the observations and teacher knowledge of the children will influence the decision as to whether they are at the expected level of development. If a child is not at the expected level of development they will receive an emerging judgement.

Our Lady & St Anne's Catholic Primary School
Our Love Shines Always

Why assess the children using the ELGs?

The primary uses of EYFS Profile data are as follows.

- To inform parents about their child's development against the ELGs and the characteristics of their learning.
- To support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and Key Stage 1 teachers.
- To help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.
- To provide a baseline assessment which can be used to track the progress and development of your children throughout their primary education.

Main targets for the children

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- To be able to count and recognise numerals to 20.
- To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- To be able to apply sounds learnt in phonics to write in sentences.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction, with modelling and support from their teacher/parents.
- To show independence with undressing and dressing themselves.

Thanks so much for your support
Mrs Milligan