

Good Level of Development in Reception



## Aims of this meeting...

- To give a clear overview of what is meant by GLD
- To provide strategies and practical activities across the EYFS curriculum that will enable you to support and extend your children's learning at home and prepare them for Year 1.

# The Early Years Foundation Stage

GLD – Good Level of Development – a performance measure used by the Department for Education to monitor the National, Local and School achievement of Reception pupils

To achieve GLD, pupils are expected to reach the Early Learning Goal across 12 separate areas of the Early Years Foundation Stage Profile.

Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive

# Early learning goals – Communication & Language

- **ELG 1- Listening, Attention & Understanding**

- Listen attentively and respond to what they hear.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges.



- **ELG 2- 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.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tense.



Play a treasure hunt game where I need to listen to instructions



Encourage me to speak in full sentences when answering questions



Use adventurous vocabulary with me, help me to understand what it means



Ask me lots of questions when reading stories to me. Give me time to make predictions and explain my ideas.





# Early Learning Goals – Physical Development

- **ELG 3 – 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.



- **ELG 4 – Fine Motor Skills**

- Hold a pencil effectively using the tripod grip.
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.



Mark make outside with chalk or water



Do lots of activities with me such as threading, playdoh, using tweezers, lego, stencils etc to develop my fine motor skills



Use scissors to snip and cut paper



Encourage me to use the climbing equipment at the park and complete obstacle courses



Let me be independent during meal times, using my own set of cutlery to cut my food



# Early Learning Goals – Personal, Social and Emotional Development (PSED)

- **ELG 5 – 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
- Give focused attention and show an ability to follow instructions involving several ideas or actions.



- **ELG 6 – 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.



- **ELG 7 – 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.





Encourage me to dress myself independently, even if it takes me a while at first

Help me to understand that sometimes I must wait for what I want

Play games that encourage turn taking

Help me to become a problem solver

Help me to think of ways to regulate my behaviour and emotions (breathing, counting to 10)



### Take a Deep Breath

Smell the flower



Blow the pinwheel



# Early Learning Goals – Literacy

- **ELG 8 – Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories using their own words
- Anticipate key events in stories
- Use and understand recently introduced vocabulary



- **ELG 9 – Word reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



- **ELG 10 – Writing**

- Write correctly formed, recognisable letters
- Spell words by identifying sounds in them
- Write simple phrases and sentences that can be read by others.



Encourage me to re-tell stories in my own words, or role play familiar tales

Give me opportunities to write for a purpose eg shopping list, cards and letters, instructions, recipes etc

Play a game where you give me instructions to h-o-p or j-u-m-p

Praise me when I use new, ambitious vocabulary

Help me to write my own book with a story I have created. Encourage me to use tricky words and sound out other words





# Early Learning Goals – Mathematics

- **ELG 11 – 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 number bonds up to 5 and some number bonds to 10, including double facts.



- **ELG 12 – 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.





Encourage me to recognise numbers in the environment eg door numbers or bus numbers



Play counting games – “how many dogs can you see”



When setting the table ask “how many more ..... do we need?”



Play card and board games that involve numbers



Find opportunities to divide/share eg “There are 6 sweets, how many sweets can we both have if we share them equally?”.





## Things to remember

- Many ELGs are language based – get talking and encourage questions.
- Each ELG is based on a range of evidence over time – you can contribute to this too!
- Please spend some time exploring ideas for games/ investigations and strategies to help your child to continue to achieve and enjoy learning throughout this year.
- GLD and ELG's do not define your child!

