

At a glance guide ...

EYFS consultation

Our guide to the changes to the pilot version of the EYFS and the proposed amendments in the Government's EYFS consultation. We round-up before-and-after versions of the educational programmes and ELGs and incorporate the Government's rationale for the changes. And we've highlighted some of the amendments for easy comparison.

Have your say at:

<https://consult.education.gov.uk/early-years-quality-outcomes/early-years-foundation-stage-reforms/consultation/intro/>

COMMUNICATION AND LANGUAGE

Educational programmes Pilot

*The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. **The quality and variety of language that children hear and speak throughout the day is crucial for developing their understanding, vocabulary and their ability to communicate effectively with others.***

By introducing new vocabulary through reading to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing children with extensive opportunities to use and embed new words in a range of contexts, all children have the opportunity to thrive. Through conversation, story-telling and role-play, where children share their ideas with support and modelling from their teacher, children become comfortable using a rich range of vocabulary. The frequency and depth of these daily exchanges, and the confidence that develops when children are involved in positive communication, are fundamental to their progress.

Proposed

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The **number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are**



interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and **sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.**

Early learning goals Consultation rationale for change

Communication and language is a critical area of learning within the EYFS, and it

underpins and influences all other areas. We know from the growing body of research that vocabulary at age 5 is one of the strongest predictors of outcomes for children and these benefits continue into adult life. However, too many children leave reception year without the necessary language and vocabulary and it becomes increasingly difficult for these children to catch up with peers as they progress through key stages 1 and 2. The revisions under this area of learning focus on the key aspects which, when supported by teachers, make a difference in narrowing language development gaps and increase overall attainment for all children. This includes a stronger focus on teachers reading to children and developing and enriching their vocabularies.

Pilot ELG – Listening

Children at the expected level of development will:

- Listen carefully and respond appropriately when being read to and during whole class and small group discussions;
- 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.

Proposed ELG – Listening, Attention and Understanding

Children at the expected level of development will:

- Listen **attentively** and respond appropriately 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.

Pilot ELG – Speaking

Children at the expected level of development will:

- Participate in small group, class and 1-to-1 discussions, offering their own ideas, using new vocabulary;
- Offer explanations for why things might happen, making use of **new** vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas using full sentences, with modelling and support from their teacher.

Proposed ELG – Speaking

Children at the expected level of development will:

- 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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.**

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Educational programmes Pilot

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and should be developed hand-in-hand with their cognitive

development. Children who can cooperate are more likely to develop a good opinion of themselves and others, and to be able to learn effectively in a group. **These attributes support children to build friendships and important positive attachments, providing a secure platform from which children can achieve at school and in later life.**

Proposed

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. **Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.**

Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.** These attributes will provide a secure platform from which children can achieve at school and in later life.

Early learning goals Consultation: rationale for change

PSED is one of the prime areas of learning within the EYFS. Following feedback from the primary assessment consultation (2017) and after discussion with experts, we proposed the introduction of a new ELG on self-regulation. A child's ability to self-regulate their emotions and behaviour, control their attention span, and remain task orientated helps to develop non-cognitive and cognitive skills needed to succeed.

Strong evidence is emerging about self-regulation as a predictor of pre-reading skills and later outcomes in maths and literacy. Building relationships, particularly with peers, reflects other important emotional and social skills. This area of learning complements the key principles of the characteristics of effective learning. In addition, we have moved health and self care (formerly under physical development) into this area of learning.

Pilot ELG – Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly;
- Have a positive sense of self and show resilience and perseverance in the face of challenge;



- Pay attention to their teacher and follow multi-step instructions.

Proposed ELG – Self-Regulation

Children at the expected level of development will:

- 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.**

Pilot ELG – Managing Self

Children at the expected level of development will:

- Manage their own basic hygiene and personal needs, including dressing and going to the toilet;
- Understand the importance of healthy food choices;

- Explain the reasons for rules and know right from wrong.

Proposed ELG – Managing Self

Children at the expected level of development will:

- **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.

Pilot ELG – Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments and friendships;
- Show sensitivities to others' needs.

Proposed ELG – Building Relationships

Children at the expected level of development will:

- 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' need**

PHYSICAL DEVELOPMENT

Educational programmes Pilot

Physical activity is important in children's all-round development, and for enabling them to pursue healthy and active lives. Through opportunities to be active and interact with their environment, children develop coordination, control and precision of movement. Children need to develop strength and a love of exercise, as well as precision when using small tools correctly.

Proposed

Physical activity is important in children's all-round development and to enable them to pursue healthy and active lives. Through

opportunities to be active, children develop coordination, control and precision of movement. Children need to develop strength and the habit of exercise, as well as precision when using small tools correctly.

Early learning goals Consultation: rationale for change

Physical development, as one of the three prime areas, is central to ensuring that children develop their core strength and larger muscle groups in a co-ordinated way so that they have the confidence to be active and healthy. Building strength in these muscles provides a solid basis for children to develop their fine motor muscle strength, which will be critical for being able to hold a pencil effectively for writing and drawing with accuracy and working with other small tools. These ELGs have been designed to ensure sufficient focus is given to both gross and fine motor skills. Self-care has been moved to sit under PSED.

Pilot ELG – Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Proposed ELG – Gross Motor Skills

Children at the expected level of development will:

- 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

Pilot ELG – Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil comfortably using the tripod grip;
- Use a range of small tools, including scissors, paintbrushes and cutlery;
- **Show accuracy and care when drawing and copying.**

Proposed ELG – Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- **Begin to show accuracy and care when drawing.**

LITERACY Educational programmes Pilot

Reading consists of two dimensions: word reading and comprehension (both listening and reading). It is important to develop both aspects. Good language comprehension, necessary for both reading and writing, draws from linguistic knowledge and knowledge of the world. By listening and talking about stories, rhymes and poems, and non-fiction books children develop knowledge of themselves and the world in which they live.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is also crucial for children to develop a life-long love of reading; by reading books in class and demonstrating their own enjoyment, teachers will pass on the joy of reading.

Proposed

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Early learning goals Consultation: rationale for change

It is essential that all children are given the opportunity to develop a love of books, as well as the underpinning skills needed to develop into fluent readers and writers. In line with the simple view of reading, the revised ELGs reflect both the importance of ensuring children are taught to decode using systematic phonics as well as developing their language comprehension. By developing both crucial aspects, all pupils will be best prepared to become confident readers.



Pilot ELG – Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and **new** vocabulary;
- Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems;
- Use **new** vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Proposed ELG – Comprehension

Children at the expected level of development will:

- 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.

Pilot ELG – Word Reading

Children at the expected level of development will:

- 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 **common** exception words.

Proposed ELG – Word Reading

Children at the expected level of development will:

- 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.

Pilot ELG – Writing

Children at the expected level of development will:

- 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.

Proposed ELG – Writing

Children at the expected level of development will:

- 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.

MATHEMATICS

Educational programmes Pilot

Developing a strong grounding in number is essential for providing children with the platform to excel mathematically. Children should develop a deep conceptual understanding of the numbers to 10, the relationships between them and the patterns therein. By providing frequent and varied opportunities to build and apply this understanding, children will develop a secure base of knowledge from which mathematical mastery is built.

Proposed

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep conceptual understanding of the numbers to 10, the relationships between them and the patterns therein. By providing frequent and varied opportunities to build and apply this understanding – such as using **manipulatives** – children will develop a secure base of knowledge from which mathematical mastery is built.

In addition, children's curiosity about number, shape, space and measure should be encouraged and furthered through opportunities to apply their growing understanding of the mathematical world to the world around them.

Early learning goals Consultation: rationale for change

The maths ELGs have been refocused on children being able to achieve greater depth, in relation to recognising and understanding numbers, quantity and patterns. This will be important to ensure children have the confidence and strong grasp of basic numbers in preparation for key stage 1. **Shapes, space and measure is included in the proposed mathematics educational programme. The proposed ELGs will focus on number and numerical patterns.**

Pilot ELG – Number

Children at the expected level of development will:

- Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts.

Proposed ELG – Number ELG

Children at the expected level of

development will:

- 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 aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.**

Pilot ELG – Numerical Patterns

Children at the expected level of development will:

- Automatically recall double facts up to 5+5;
- Compare sets of objects up to 10 in different contexts, considering size and difference;
- Explore patterns of numbers within numbers up to 10, including evens and odds.

Proposed ELG – Numerical Patterns

Children at the expected level of development will:

- Count confidently beyond 20, recognising the pattern of the counting system;
- Compare sets of objects up to 10 in different contexts, considering size and difference;
- Explore and represent patterns within numbers up to 10, including evens and odds, **double facts and how quantities can be distributed equally.**

UNDERSTANDING THE WORLD

Educational programmes Pilot

The frequency and range of children's personal experiences increases **their knowledge of the world around them** – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. And enriching and widening their vocabulary will support later reading comprehension.

Proposed

The frequency and range of children's personal experiences increases their **knowledge and sense of the world** around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and

firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. And enriching and widening their vocabulary will support later reading comprehension.

Early learning goals Consultation: rationale for change

Feedback from the primary assessment consultation (2017) suggested that the ELGs under this area of learning are the most vague. These have been revised to reflect specific categorisation into historical and current figures, geography and natural science. **The revisions aim to support greater depth of understanding of these areas through the new ELGs and, importantly, help support language and wider vocabulary development through broader experiences and being read to from non-fiction books. Information Technology (IT) has been removed as an ELG, as the consensus from our experts, primary assessment consultation responses and the pilot evaluation suggests that this has little value as an end-point measure in itself.**

Pilot ELG – Past and Present

Children at the expected level of development will:

- 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;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

Proposed ELG – Past and Present

Children at the expected level of development will:

- 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;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

Pilot ELG – People, Culture and Communities

Children at the expected level of development will:

- 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.

Proposed ELG – People Culture and Communities

Children at the expected level of development will:

- 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.

Pilot ELG – The Natural World

Children at the expected level of development will:

- 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 the effect of the changing seasons on the natural world around them.

Proposed – The Natural World ELG

Children at the expected level of development will:

- 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.

EXPRESSIVE ARTS AND DESIGN

Educational programmes Pilot

The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Proposed

The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress

in interpreting and appreciating what they hear, respond to and observe.

Early learning goals Consultation: rationale for change

The ELGs under this area of learning have been revised to be clearer and more specific and to underpin the importance of children being able to demonstrate imagination and creativity through a wide range of experiences and working with different materials. These ELGs can particularly support children's language and vocabulary development outcomes through role play, making up their own stories and singing.

Pilot ELG – Creating with Materials

Children at the expected level of development will:

- Draw and paint using a range 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.

Proposed ELG – Creating with Materials

Children at the expected level of development will:

- Draw and paint using a range 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.

Pilot ELG – Performing

Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music;
- Co-construct, invent, adapt and recount narratives and stories with peers and their teacher.

Proposed ELG – Being Imaginative and Expressive

Children at the expected level of development will:

- 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.