**Typical Development**

<table>
<thead>
<tr>
<th>LITERACY</th>
<th>MATHEMATICS</th>
<th>UNDERSTANDING THE WORLD</th>
<th>EXPRESSIVE ARTS &amp; DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Numbers</strong></td>
<td><strong>Shape, Space &amp; Measures</strong></td>
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<tr>
<td><strong>R 1</strong> - Enjoys looking at books and other printed material with familiar people.</td>
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<tr>
<td><strong>N 1</strong> - Notices changes in number of objects/images or sounds in group of up to 3.</td>
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<td>Children’s later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and Language).</td>
<td>Babies’ early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</td>
<td>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.</td>
<td>TW 1 - Moves eyes, then head, to follow moving objects.</td>
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<td><strong>Birth-11 months</strong></td>
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<tr>
<td>Child’s Name:</td>
<td>D.O.B</td>
<td>Age in Months:</td>
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<td>Well supported</td>
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</table>

**LITERACY**
- **Reading**
  - **R 1** - Handles books and printed material with interest.
  - Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and Language).
  - Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and hand writing in Playing and Exploring and Physical Development).

- **Writing**
  - **N 1** - Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.
  - **N 2** - Has some understanding that things exist, even when out of sight.

**NUMBERS**
- **SSM 1** - Recognises big things and small things in meaningful contexts.
- **SSM 2** - Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.

**SHAPE, SPACE & MEASURES**
- **PC 1** - Is curious about people and shows interest in stories about themselves and their family.
- **PC 2** - Enjoy stories about themselves, their families and other people.

**PEOPLE & COMMUNITIES**
- **TW 1** - Closely observes what animals, people and vehicles do.
- **TW 2** - Watches toys being hidden and tries to find it.
- **TW 3** - Looks for dropped objects.
- **TW 4** - Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.
- **TW 5** - Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.

**THE WORLD**
- **The beginnings of understanding People and communities lie in early attachment and other relationships.**
- **See Personal, Social and Emotional Development and Communication and Language.**
- **TW 1** - Closely observes what animals, people and vehicles do.
- **TW 2** - Watches toys being hidden and tries to find it.
- **TW 3** - Looks for dropped objects.
- **TW 4** - Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.
- **TW 5** - Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.

**EXPRESSION ARTS & DESIGN**
- **EUMM 1** - Explores and experiments with a range of media through sensory exploration, and using whole body.
- **EUMM 2** - Move their whole bodies to sounds they enjoy, such as music or a regular beat.
- **EUMM 3** - Imitates and improvises actions they have observed, e.g. clapping or waving.
- **EUMM 4** - Begins to move to music, listen to or join in rhymes or songs.
- **EUMM 5** - Notices and is interested in the effects of making movements which leave marks.

**Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design.**

**See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development.**

**TYPICAL DEVELOPMENT**

<table>
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<tbody>
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<td><strong>R 1</strong> - Handles books and printed material with interest.</td>
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<td><strong>N 1</strong> - Knows that things exist, even when out of sight.</td>
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<td><strong>N 2</strong> - Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</td>
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<tr>
<td><strong>N 3</strong> - Says some counting words randomly.</td>
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<tr>
<td><strong>R 1</strong> - Interested in books and rhymes and may have favourites.</td>
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<tr>
<td><strong>N 1</strong> - Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</td>
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<tr>
<td><strong>SSM 2</strong> - Uses blocks to create their own simple structures and arrangements.</td>
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<tr>
<td><strong>SSM 3</strong> - Enjoys filling and emptying containers.</td>
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<td><strong>SSM 4</strong> - Associates a sequence of actions with daily routines.</td>
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<tr>
<td><strong>SSM 5</strong> - Beginning to understand that things might happen ‘now’.</td>
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</table>

| **PC 1** - Is curious about people and shows interest in stories about themselves and their family. |
| **PC 2** - Enjoys stories about themselves, their families and other people. |
| **TW 1** - Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. |
| **TW 2** - Remembers where objects belong. |
| **TW 3** - Matches parts of objects that fit together, e.g. puts lid on teapot. |
| **T 1** - Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action by several times. |
| **T 2** - Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. |

| **BI 1** - Expresses self through physical action and sound. |
| **BI 2** - Pretends that one object represents another, especially when objects have characteristics in common. |
### Typical Development

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Literacy</th>
<th>Mathematics</th>
<th>Understanding the World</th>
<th>Expressive Arts &amp; Design</th>
</tr>
</thead>
</table>
| 22–36 months | Reading: R 1 - Has some favourite stories, rhymes, songs, poems or jingles.  
\nR 2 - Repeats words or phrases from familiar stories.  
\nR 3 - Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'.  
\nW 1 - Distinguishes between the different marks they make.  
\nW 2 - Notices simple shapes and patterns in pictures.  
\nW 3 - Notices detailed features of objects in their environment.  
\nW 4 - Seeks to acquire basic skills in turning on and operating some ICT equipment.  
\nW 5 - Creates sounds by banging, shaking, tapping or blowing.  
\nW 6 - Experiments with blocks, colours and marks. | Writing: N 1 - Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.  
\nN 2 - Recites some number names in sequence.  
\nN 3 - Creates and experiments with symbols and marks representing ideas of number.  
\nN 4 - Begins to make comparisons between quantities.  
\nN 5 - Uses some language of quantities, such as 'more' and 'a lot'.  
\nN 6 - Knows that a group of things changes in quantity when something is added or taken away.  
\nN 7 - Has a sense of own immediate family and relationships.  
\nN 8 - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.  
\nN 9 - Shows an interest in the way musical instruments sound.  
\nN 10 - Experiments with blocks, colours and marks. | Shape, Space & Measures: SSM 1 - Notices simple shapes and patterns in pictures.  
\nSSM 2 - Beginning to categorise objects according to properties such as shape or size.  
\nSSM 3 - Begins to use the language of size.  
\nSSM 4 - Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.  
\nSSM 5 - Anticipates specific time-based events such as mealtimes or home time.  
\nSSM 6 - Has a sense of own immediate family and relations.  
\nSSM 7 - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.  
\nSSM 8 - Shows an interest in the way musical instruments sound.  
\nSSM 9 - Experiments with blocks, colours and marks. | People & Communities: PC 1 - Seeks to acquire basic skills in turning on and operating some ICT equipment.  
\nPC 2 - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.  
\nPC 3 - Beginning to have their own friends.  
\nPC 4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others. | The World: TW 1 - Enjoys playing with small-world models such as a farm, a garage, or a train track.  
\nTW 2 - Notices detailed features of objects in their environment.  
\nTW 3 - Has a sense of own immediate family and relations.  
\nTW 4 - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.  
\nTW 5 - Shows an interest in the way musical instruments sound.  
\nTW 6 - Experiments with blocks, colours and marks. | Technology: T 1 - Seeks to acquire basic skills in turning on and operating some ICT equipment.  
\nT 2 - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.  
\nT 3 - Has a sense of own immediate family and relations.  
\nT 4 - Shows an interest in the way musical instruments sound.  
\nEUMM 2 - Creates sounds by banging, shaking, tapping or blowing.  
\nEUMM 3 - Shows an interest in the way musical instruments sound.  
\nEUMM 4 - Experiments with blocks, colours and marks. | Being Imaginative: BI 1 - Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'  
\nBI 2 - Beginning to make-believe by pretending. |
Typical Development

**Reading**

- **W 1** - Sometimes gives meaning to marks as they draw and paint.
- **W 2** - Ascribes meanings to marks that they see in different places.
- **W 3** -Beginning to represent numbers using fingers, marks on paper or pictures.
- **W 4** - Sometimes matches numeral and quantity correctly.
- **W 5** - Shows curiosity about numbers by offering comments or asking questions.
- **W 6** - Compares two groups of objects, saying when they have the same number.
- **W 7** - Shows an interest in number problems.
- **W 8** - Separates a group of three or four objects in different ways, beginning to recognise that the total is the same.
- **W 9** - Shows an interest in numerals in the environment.
- **W 10** - Shows an interest in representing numbers.
- **W 11** - Realises not only objects, but anything can be counted, including steps, claps or jumps.

**Writing**

- **N 1** - Uses some number names and number language spontaneously.
- **N 2** - Uses some number names accurately in play.
- **N 3** - Recites numbers in order to 10.
- **N 4** - Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- **N 5** - Shows interest in different occupations and ways of life.
- **N 6** - Uses shapes appropriately for tasks.
- **N 7** - Beginning to talk about shapes of everyday objects, e.g., ‘round’ and ‘flat’.

**Mathematics**

- **SSM 1** - Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- **SSM 2** - Shows awareness of similarities of shapes in the environment.
- **SSM 3** - Uses positional language.
- **SSM 4** - Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- **SSM 5** - Shows interest in shapes in the environment.
- **SSM 6** - Uses shapes appropriately for tasks.

**Understanding the World**

- **PC 1** - Shows awareness of similarities of their familiar world such as the place where they live or the natural world.
- **PC 2** - Remembers and talks about significant events in their own experience.
- **PC 3** - Recognises and describes special times or events for family or friends.
- **PC 4** - Shows interest in different occupations and ways of life.
- **PC 5** - Shows awareness of similarities of shapes in the environment.
- **PC 6** - Uses shapes appropriately for tasks.

**Expressive Arts & Design**

- **EU M 1** - Enjoys joining in with singing games.
- **EU M 2** - Sings familiar songs.
- **EU M 3** - Takes simple repeated rhythms.
- **EU M 4** - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- **EU M 5** - Takes out simple repeated rhythms.
- **EU M 6** - Explores movement in response to music.
- **EU M 7** - Explores colour and how colours can be changed.
- **EU M 8** - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- **EU M 9** - Engages in imaginative role-play based on own first-hand experiences.
- **EU M 10** - Uses various construction materials.
- **EU M 11** - Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- **EU M 12** - Shows an understanding of growth, decay and changes over time.

**Being Imaginative**

- **B 1** - Developing preferences for forms of expression.
- **B 2** - Uses movement to express feelings.
- **B 3** - Creates movement in response to music.
- **B 4** - Sings to self and makes up simple songs.
- **B 5** - Makes up rhythms.
- **B 6** - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- **B 7** - Engages in imaginative role-play based on own first-hand experiences.
- **B 8** - Builds stories around toys, e.g., farm animals needing rescue from an armchair ‘cleft’.
- **B 9** - Uses available resources to create props to support role-play.
- **B 10** - Captures experiences and responses with a range of media, such as music, dance and paint and other materials.
Typical Development

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<tr>
<th>LITERACY</th>
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<tr>
<td></td>
<td></td>
<td>N 1 - Recognise some numerals of personal significance.</td>
<td>SSM 1 - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</td>
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<td></td>
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<td>W 1 - Gives meaning to marks they make as they draw, write and paint.</td>
<td>N 2 - Recognises numerals 1 to 5.</td>
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<td>W 2 - Begins to break the flow of speech into words.</td>
<td>N 3 - Counts up to three or four objects by saying one number name for each item.</td>
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<td>W 3 - Continues a rhyming string.</td>
<td>N 4 - Counts actions or objects which cannot be moved.</td>
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<td>W 4 - Hears and says the initial sound in words.</td>
<td>N 5 - Counts objects to 10, and beginning to count beyond 10.</td>
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<td>W 5 - Can segment the sounds in simple words and blend them together.</td>
<td>N 6 - Counts out up to six objects from a larger group.</td>
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<td>W 6 - Links sounds to letters, naming and sounding the letters of the alphabet.</td>
<td>N 7 - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</td>
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<td>W 7 - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</td>
<td>N 8 - Counts an irregular arrangement of up to ten objects.</td>
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<td>W 8 - Writes own name and other things such as labels, captions.</td>
<td>N 9 - Estimates how many objects they can see and check by counting them.</td>
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<td>W 9 - Attempts to write short sentences in meaningful contexts.</td>
<td>N 10 - Uses the language of 'more' and 'fewer' to compare two sets of objects.</td>
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<td>N 11 - Finds the total number of items in two groups by counting all of them.</td>
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<td>N 12 - Says the number that is one more than a given number.</td>
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When completing an EYFS Profile, practitioners are asked to make a best-fit judgement for each ELG using the description of learning and development expected at the end of the EYFS. When making a decision, practitioners must consider the entirety of each ELG.

To create the most accurate picture of the child’s overall embedded learning, a holistic view of the descriptor should be taken.

A child’s learning and development can be judged to be at the level expected at the end of the EYFS if the ELG description and accompanying exemplification best fit the practitioner’s professional knowledge of the child.

Because children do not necessarily achieve uniformly, the practitioner should judge whether the description within the ELG best fits the child’s learning and development, taking into account their relative strengths and weaknesses. ‘Best fit’ does not mean that the child has equal mastery of all aspects of the ELG. Practitioners should look to the whole of each ELG description when making this summative judgement (page 11 Early Years Foundation Stage Profile Handbook).

Each ELG is followed by a brief explanatory note. The purpose of this is to provide a succinct explanation for each ELG to ensure accuracy and consistency of interpretation by all stakeholders. The explanatory note is not to be used in place of the ELG descriptor for assessment purposes.

The descriptors detailed below are sourced from the Tickell Review. They act as guidance to support the process of making a judgement that a child’s level of learning and development is in the exceeding category. Please refer to section 2.3 for further information. Page 53 EYFS Profile Handbook 2013.
<table>
<thead>
<tr>
<th>Child's Name:</th>
<th>D.O.B</th>
<th>Age in Months:</th>
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<td>Needs more support</td>
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<tr>
<td>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.</td>
<td>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.</td>
<td>Children estimate a number of objects and check quantities by counting up to 20. They solve 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.)</td>
<td>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</td>
<td>Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. 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.</td>
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