

SUPPORTING CHILDREN IN ACHIEVING A GOOD LEVEL OF DEVELOPMENT (GLD) AT THE END OF RECEPTION



AIMS OF THIS WORKSHOP

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

WHAT IS GLD?

- 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.
- It is a summative assessment judgement which is made for each EYFS child at the end of the Reception year. It is a measure of attainment, not progress. Achieving a good level of development will help a child to make a good start in Year 1.

EARLY LEARNING GOALS- COMMUNICATION & LANGUAGE

- **Listening, Attention and Understanding**
- **Speaking**



Daisy used the mobile phone in the jungle campsite. She said number names as she pressed the buttons.

"Hello, it's Daisy. Yes, I'm in the jungle, are you coming to visit?"
Yes, yes, it's really hot here and we've got a baby tiger... ok, bye!"

Ben in cave

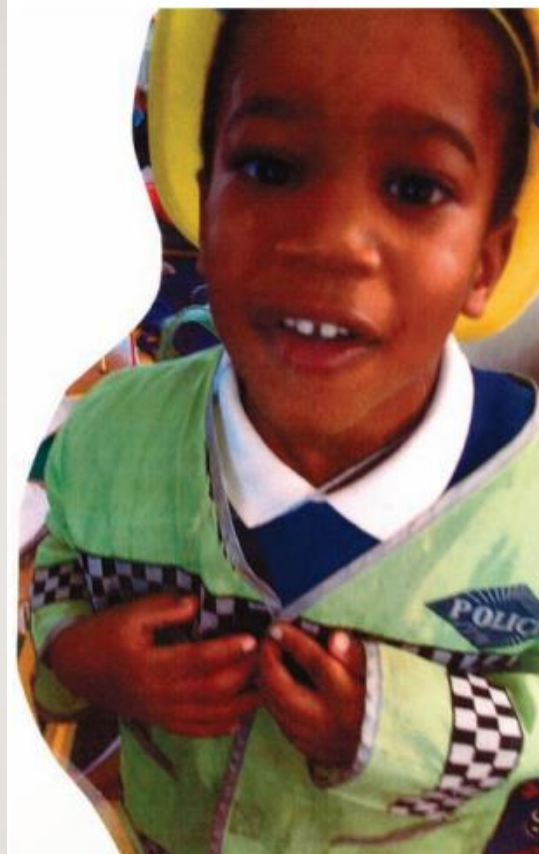
"We are going under the blankets to read a story, it is dark under there so we can use our torches. It is like being in a cave, really dark."

EARLY LEARNING GOALS- PERSONAL SOCIAL EMOTIONAL DEVELOPMENT

- **Self-Regulation**
- **Managing Self**
- **Building Relationships**



VE independently initiated this activity selecting and arranging different pieces of paper to make diya lamps. Had dressed in Indian dress and talked to class about Diwali and what he had done at home to celebrate.

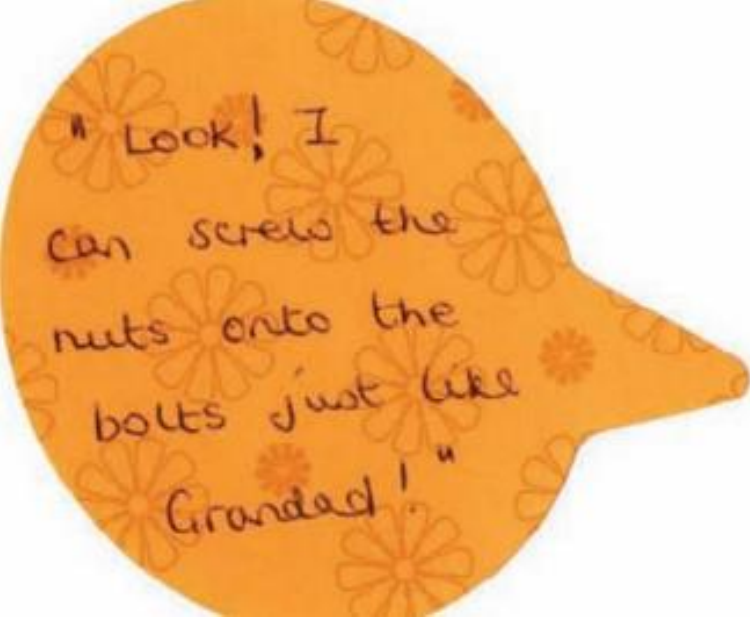


Fobhan went around the class as a policeman giving people high fives if they were making good decisions.

Snack time: Polly helped give out the snack and helped the nursery children cut their toast. One child was very upset and she distracted her by singing a song.

EARLY LEARNING GOALS- PHYSICAL DEVELOPMENT

- **Gross Motor Skills**
- **Fine Motor Skills**



Harriet enjoyed stepping from one log to another. I challenged her to jump between the logs and she then jumped from one log to another, just stepping between two logs on the way. Child initiated

EARLY LEARNING GOALS- LITERACY

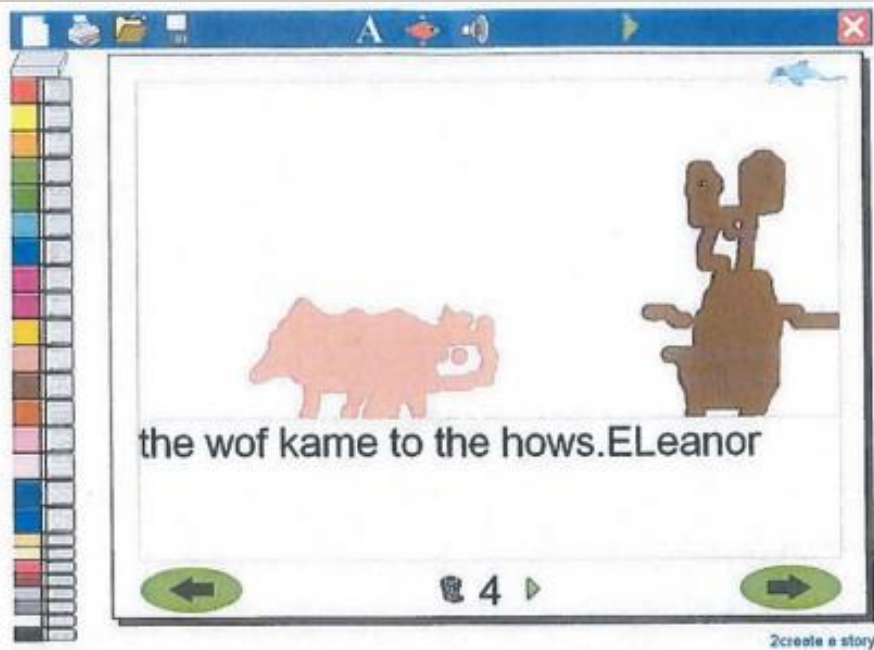
- **Comprehension**
- **Word Reading**
- **Writing**



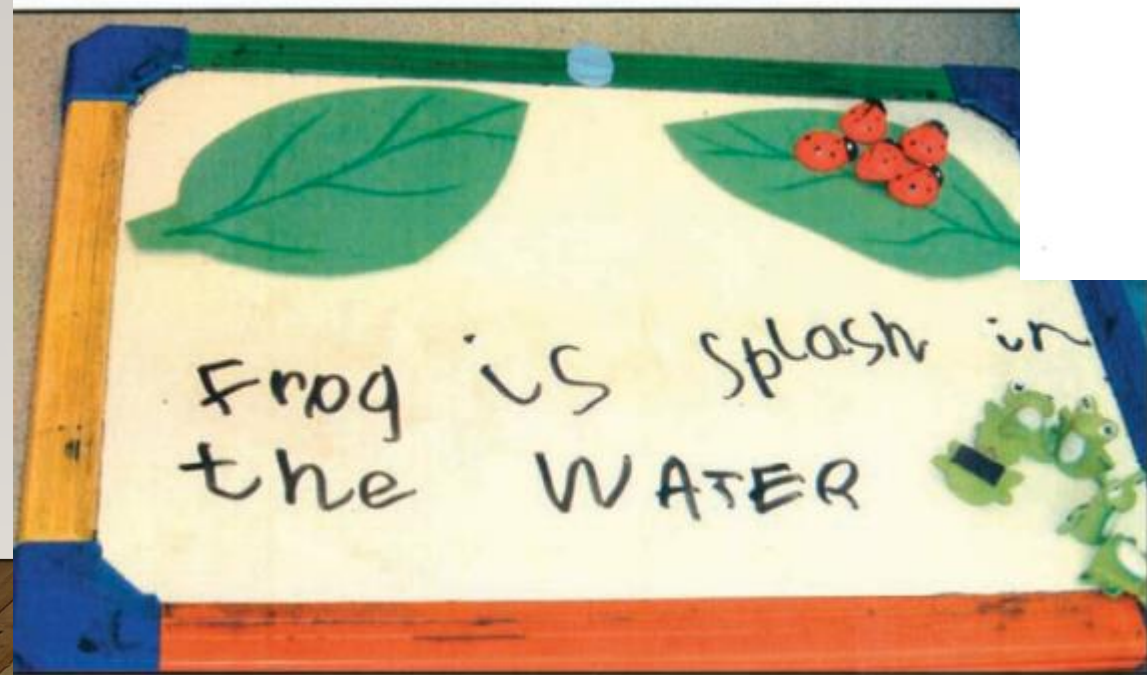
Tom began by carefully selecting a book that we had read, telling me, "This is the one from last week isn't it!" He talked to himself as he carefully turned each page, sounding out phonically regular words on the first two pages - bus, pig, up and but, and locating tricky words - 'the' and 'said'. He continued to tell the story in his own words. He used many of the repeat phrases, "But *please* don't chat to the bus driver...." "I won't." said the (correct animal) And he *did!*" He stressed the words and showed an awareness of audience. He talked through each page using picture clues and his previous knowledge about story pattern to support. Although I was there, he seemed for the most part to be reading the story to himself except at the end when he explained to me, "It's a funny book 'cos they did it when they said they wouldn't!"

EARLY LEARNING GOALS LITERACY

- **Writing**



I went to
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 bong I went to
 the mayse
 m



I haf mayd his sumreeyn
 it is speshe

dot EVCH!

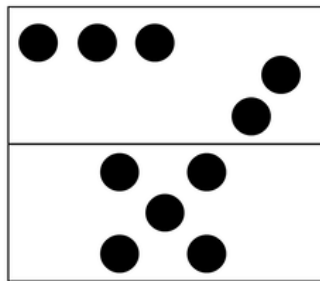
EARLY LEARNING GOALS MATHEMATICS

- **Number**
- **Numerical Patterns**

G	B
✓✓✓✓✓	✓✓✓✓
5	4

Hannah

Hannah made a chart of the children outside. She listed how many girls and how many boys were outside. Hannah was able to say that "There are 5 girls and 4 boys. That's 9 altogether".



Hannah counted her chart. "There are 15 children in and one child out. I have put a circle and a line because Brooke came in later".

'B' proudly showed a spider she had made.

"Oh no! It's got 7 legs now. One must have fallen off. I'm going to glue another leg so that it's got 8 again."

O. went over to the farm display. counted out 6 sheep and then shared them between 2 barns. Repeated the activity for 8, 10 sheep, and then for 14 sheep.

$$6 + 4 = 10$$



I was building with some 3 D shapes.

"When the sphere is cut in half it has a flat side and a curved side. The flat side is a circle"

I decided to make some butterflies with the shapes in the office.

"I'm using a triangle for the bottom and two squares for the wings but I will turn them around so they look like diamonds".

Observation:

Yahya says, "Mrs Phillips, it's fantastic Friday today", as he comes into school first thing.
"I'm going to see my aunty tomorrow, on Saturday."

Playing with 3D shapes



Making a shape butterfly



"Look at that aeroplane
- it looks tiny but
it's really very big!
That's because it is
so far away."



Ella and Thomas made a repeating pattern with the plastic bricks (an adult directed challenge). The tower also had to be taller than them. They worked well together...
Ella; "There you go Thomas" and passed him a brick.
Thomas; "Hang on - this one next".
Ella; "It's nearly taller than us!"
Ella; "It's going to fall over. It's getting taller than us".
Thomas; "One more! Hang on!"

Whitchurch Combined School – Mid Term Report



Good Level of Development

This is a prediction based on our professional judgement and is subject to change. This prediction indicates what we would expect to see if your child continues along the same learning trajectory, continues with the same learning attitude and commitment from home.

Not On Track

On Track

Communication & Language

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.

IMPORTANT POINTS TO REMEMBER

- Many ELGs are language based- so get talking and encourage questions!
- Each ELG is based on a range of evidence over time which is **Independent**
- Please contribute to evidence towards ELGs by jotting significant moments down and sending them in- your input is highly valued.
- 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.
- Celebrate **independent** reading/writing and general self generated learning.

USEFUL WEBSITES

- <https://www.phonicsplay.co.uk/>
- <https://www.bbc.co.uk/cbeebies/topics/numeracy>
- <https://www.topmarks.co.uk>
- <https://www.crikweb.co.uk>
- www.thephonicsnest.co.uk
- <https://hungrylittleminds.campaign.gov.uk/>

In one school year
a child spends:
7800 hours at home
&
900 hours at school

