



Supporting children in
achieving GLD at the end of
Foundation Two.

Aims of this meeting...

- **To build upon the information provided at the Parent partnership workshop held in October.**
- **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 child's learning at home and prepare your child 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			
Personal, Social and Emotional Development <ul style="list-style-type: none">• Making Relationships• Self-confidence and Self-awareness• Managing Feelings and Behaviour	Physical Development <ul style="list-style-type: none">• Moving and Handling• Health and Self-care	Communication and Language <ul style="list-style-type: none">• Listening and Attention• Understanding• Speaking	
Specific Areas			
Literacy <ul style="list-style-type: none">• Reading• Writing	Mathematics <ul style="list-style-type: none">• Numbers• Shape, Space and Measure	Understanding the World <ul style="list-style-type: none">• People and Communities• The World• Technology	Expressive Arts and Design <ul style="list-style-type: none">• Exploring and Using Media and Materials• Being Imaginative

Early learning goals-

Communication & Language

- **ELG 1- Listening & Attention-** Children listen attentively and respond in a range of situations. (Listen & respond to stories)
- **ELG 2- Understanding-** Children follow instructions using several ideas or actions. They answer how/ why questions. (Using reasoning language e.g. If, when, because, so)
- **ELG 3- Speaking-** Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking and develop own narratives by **connecting ideas.**

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



*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."*

Don't be afraid to use
adventurous words
with your child.

Ask questions when
reading stories. Allow
them to make predictions

Early Learning Goals – *Physical Development.*

- **ELG 4- Moving & Handling-** Children show good control & co-ordination in large and small movements. They move safely & confidently in a variety of ways. They handle equipment & tools effectively, including pencils for writing.
- **ELG 5- Health & Self-care-** Children know the importance of good health and exercise, talking about a healthy diet and ways to keep safe. They manage their own basic hygiene and needs successfully, including dressing and going to the toilet independently.

Talk with your child about keeping safe. For example, in the kitchen, road safety.

Mark making outside with chalk or water.



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

Give them time to dress themselves. Including coat fastenings.

Use scissors to snip and cut paper.

"Look! I can screw the nuts onto the bolts just like Grandad!"



Corben read out the instructions to make a sandwich - from the jam.
When asked why we don't lick our fingers Corben replied:
"There's germs in your mouth and you don't want to get them on your sandwich."

Early Learning Goals – *Personal, Social and Emotional Development.*

ELG 6- Self-Confidence- Children are confident to try new activities and speak in a familiar group. They choose their own resources and say if they need help.

ELG 7- Managing Feelings and Behaviour- Children talk about how they and others show feelings. They talk about behaviour and consequences and understand class rules. They can adjust their behaviour and take changes in routine in their stride.

ELG 8- Making Relationships- Children play co-operatively, taking turns with others. They listen to each other's ideas and show sensitivity to the needs and feelings of others. They form positive relationships with adults & children.



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

Play games that encourage turn taking and sharing.

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.

Help your child to see changes in routine in a positive light. Give them strategies to cope with things not always going the way that you expect.



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.

Help them to solve problems themselves.

Early Learning Goal -*Literacy*

- **ELG 9- Reading-** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words and demonstrate understanding when talking with others about what they have read.
- **ELG 10- Writing-** Children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and some are phonetically plausible.

Play games that involve letters and words.

ELG -Reading

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



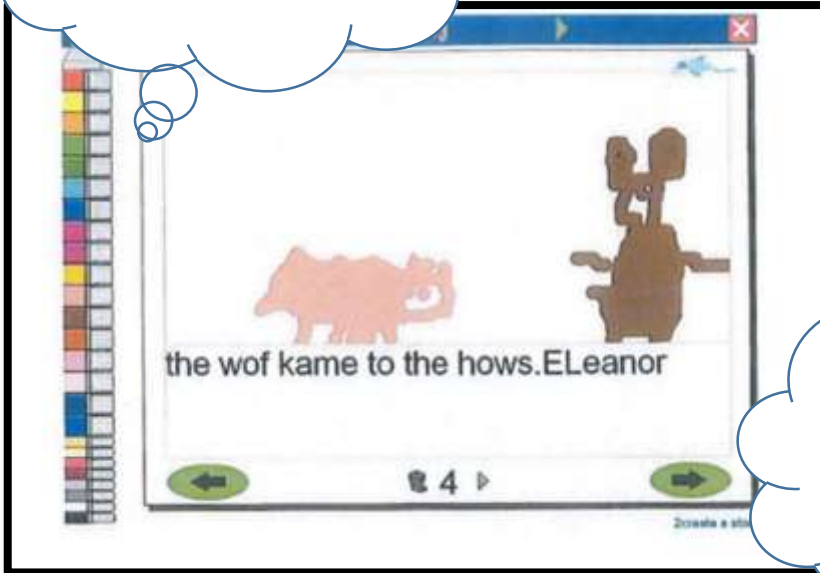
Tom began by carefully selecting a book that we had read, telling me, "This is the one from last week isn't it!" He talked to himself as he carefully turned each page, sounding out phonically regular words on the first two pages - bus, pig, up and but, and locating tricky words - 'the' and 'said'. He 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!"

Cut out pictures from comics and help me to make up a story about it.

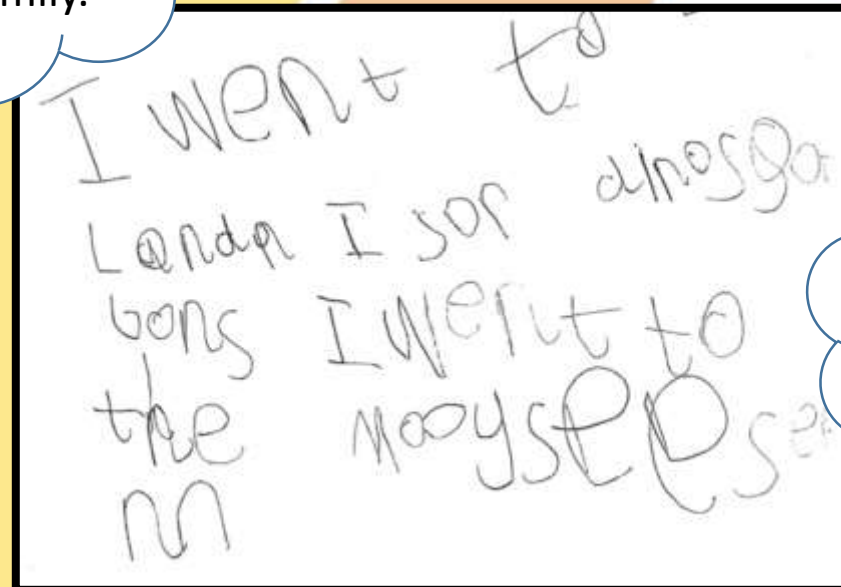
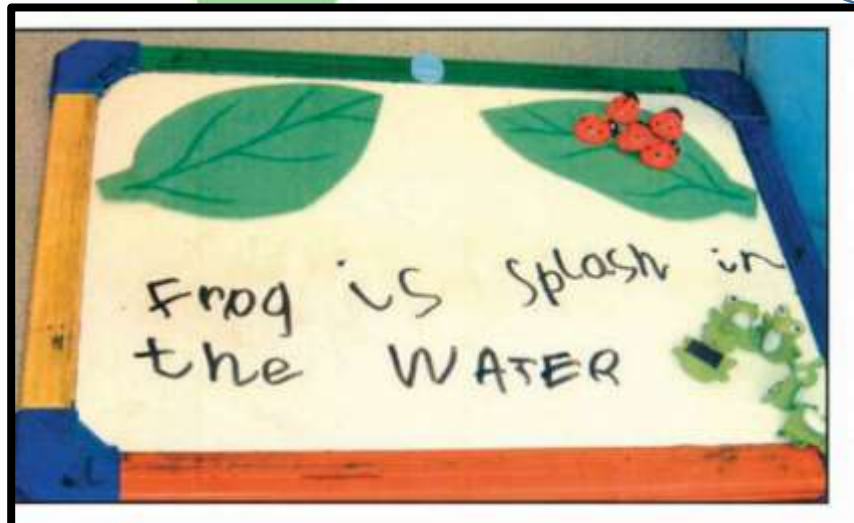
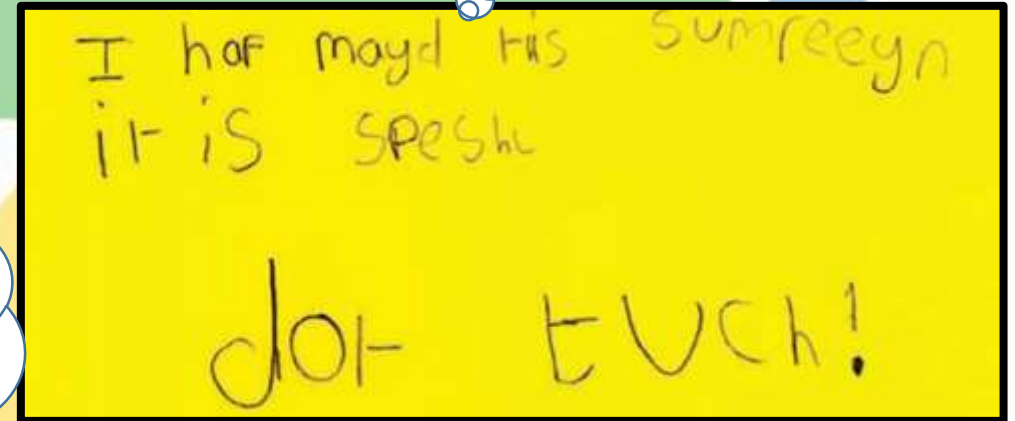
Help to write a shopping list.

ELG – Writing

Make a book and let me write my own story.



Writing cards and letters to friends and family.



Writing signs and labels for things around the home.

Early Learning Goal – Mathematics

- **ELG 11 Number-** Children count reliably from numbers 1 to 20, place them in order and say which is one more or one less than a given number. Using objects, they add and subtract single digit numbers and count on or back to find the answer. They solve problems, using doubling, halving and sharing.
- **ELG 12- Shape, Space and Measures-** Children use everyday language to talk about size, weight, position, capacity, distance, time and money to compare quantities and objects and solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

'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."

○○○○○○○
○○○○
 $6 + 4 = 10$

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.

When setting the table ask "how many moredo we need?"

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".

Playing cards and board games.

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".

Playing with 3D shapes



Making a shape butterfly



Let your child give you instructions for an obstacle course e.g., go under the table, go through the, go behind the chair.



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!"

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

Let me sort the
family shoes
from biggest to
smallest.

Things to remember

- Many ELGs are language based- so get talking and encourage questions!
- Each ELG is based on a range of evidence over time.
- Please contribute to evidence towards ELGs by jotting learning 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.

Email link

scholesf2@spherefederation.org

Email examples

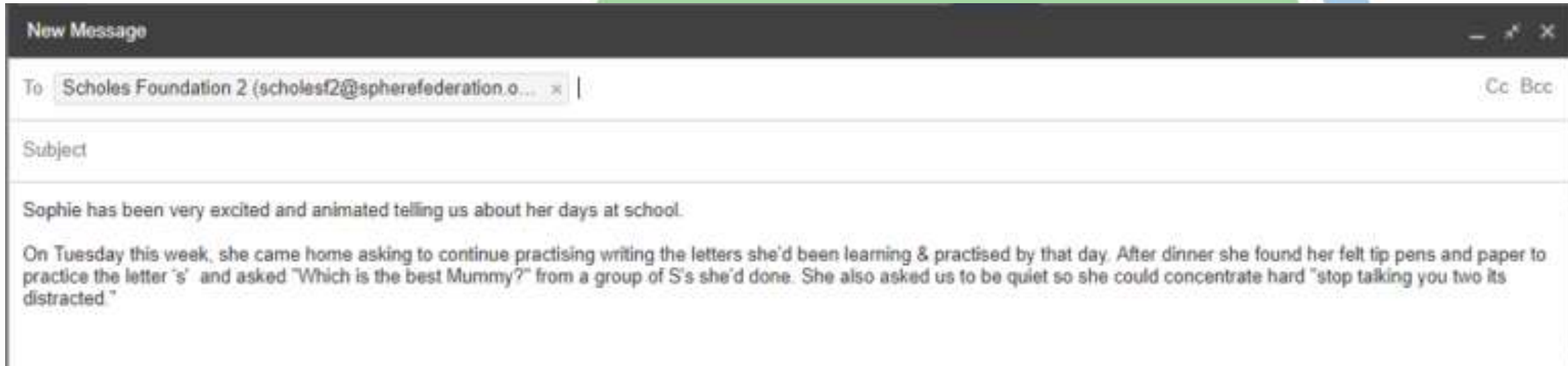


The email above tells us:

- Craig can recognise the dice and match the correct amount of objects to the numeral
- Craig can make meaningful marks when representing numbers
- Craig can concentrate for a long period of time, take turns and enjoys praise

This information about Craig really informs our assessment.

Email examples



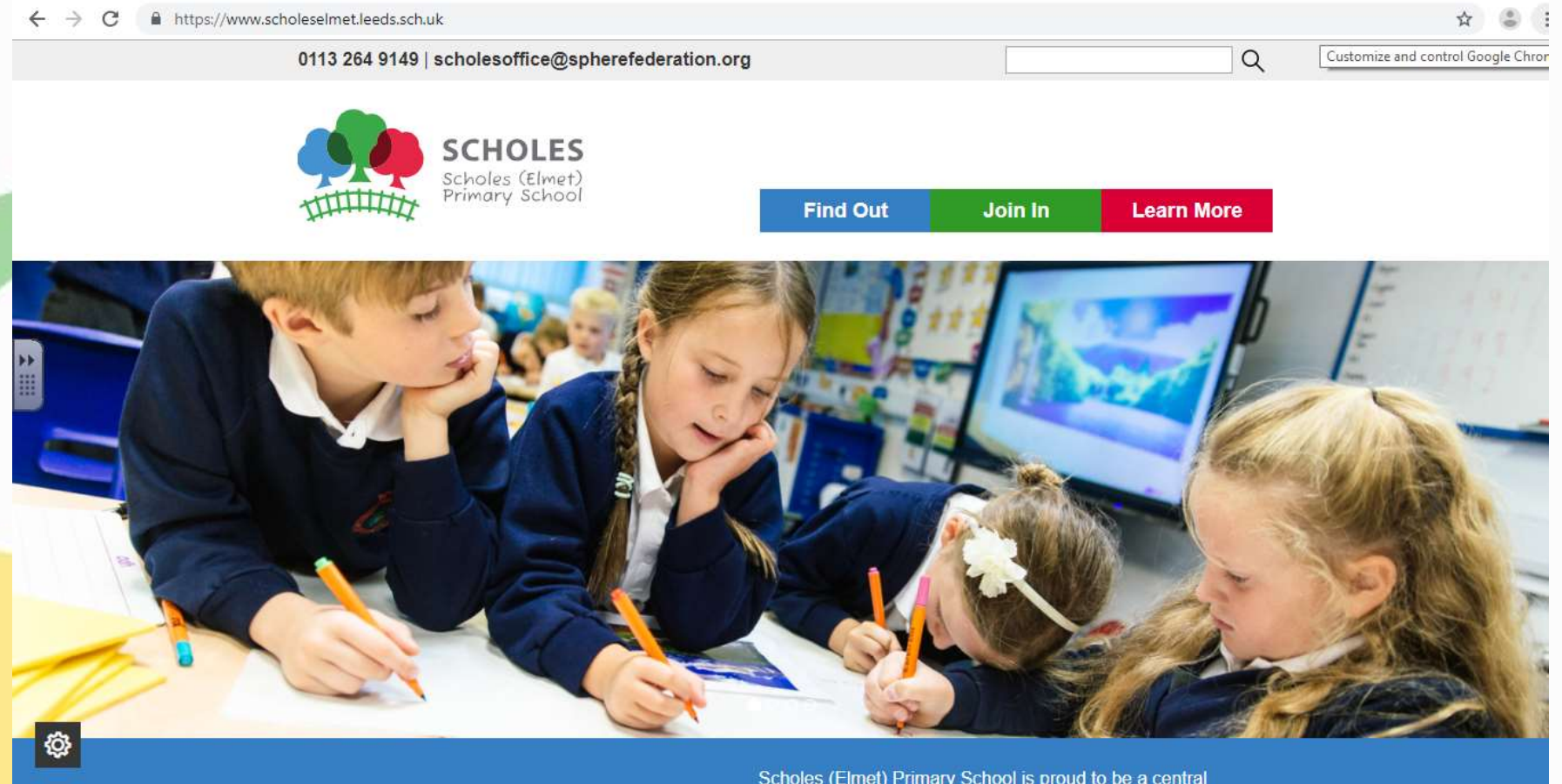
The email above tells us:

- Sophie can recognise and write the sounds we have been learning
- Sophie can concentrate for a long period of time and can keep on trying
- Sophie is making links with her learning at school and home
- The language Sophie uses at home – speech directly from the child is very useful! Even if the pronunciation or tense is incorrect, it's really helpful to know exactly what your child has said

This information about Sophie also really informs our assessment.

Website...

- Class news
- Calendar



Thank you for attending this evening.

Any Questions ?

