



# The Park Federation

## EYFS Assessment (2025)

Range 1	Range 2	Range 3	Range 4	Range 5	Range 6	ELG
<i>Birth to 6 months 6-12 months months</i>	<i>6-12 months 12-18 months months</i>	<b>Pre-Nursery</b> <i>18-24 months</i>	<b>Nursery Emerging</b> <i>24-36 months</i>	<b>Nursery Expected</b> <i>36-48 months</i>	<b>Reception Emerging</b> <i>48-60 months</i>	<b>Reception Expected</b> <i>60-71 months</i>

(Range 1-3 and age bands for SEND children only)

Range	Age Related Expectation/ Benchmark
1 beginning	
1 developing	
1 secure	
2 beginning	
2 developing	
2 secure	
3 beginning	
3 developing	
3 secure	
4 beginning	Nursery Baseline
4 developing	Nursery Autumn
4 secure	
5 beginning	Nursery Spring
5 developing	
5 secure	Nursery Summer
6 beginning	Reception Baseline
6 developing	Reception Autumn
6 secure	Reception Spring
ELG emerging	
ELG expected	Reception Summer



Prime Areas of Learning and Development

Communication and Language

Listening, Attention and Understanding

Range 3	Range 4	Range 5	Range 6	ELG
I can enjoy rhymes and show I'm listening by trying to join in with actions or sounds.	I can pay close attention to the different voices and sounds adults make and respond.	I can participate in conversations by listening attentively when I find the discussion interesting.	I can listen effectively even if I appear disengaged	<b>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.</b>  I can listen and respond carefully with actions during reading and discussions
	I can show interest in play with sounds, songs, and rhymes.	I can follow a story by actively listening and join in		
I can follow routine and activities by recognising gestures.	I can follow one step instructions.	I can follow directions by actively listening for key instructions.	I can listen closely to my favorite stories and remember what happens next	
I can show what I know about objects by finding them when named and identify them from a group.	I can understand and answer simple "who," and "what," questions	I can begin to understand "why" "where" and "how" questions and engage in discussions that encourage my thinking during play.	I can understand and answer questions that ask "who," "why," "when," "where," and "how."	
	I can understand simple concepts like fast/slow and good/bad.			
I can choose an activity and engage with it moving on when I need to.	I can focus on one task at a time.	I can control where I direct my attention, choosing to focus on one thing while remaining aware of others.	I can focus on two things at once for a short period, like listening while completing a quick task.	<b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b>  I can hold conversations with my teacher and peers
			I can join in with a discussion.	



Prime Areas of Learning and Development

Communication and Language

Speaking

Range 3	Range 4	Range 5	Range 6	ELG
<p>I am beginning to use two word sentences.</p> <p>I am beginning to use gestures with limited talk.</p>	<p>I am able to learn new words quickly and use them to communicate.</p>	<p>I can talk in more detail and use vocabulary about things that are especially important to me.</p>	<p>I can use language to imagine and act out different roles and experiences.</p>	<p><b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b></p> <p>I can join in with small groups, the whole class, and one-on-one discussions using keywords.</p>
<p>I am beginning to copy familiar phrases and expressions.</p> <p>I am beginning to ask simple questions such as why?</p>	<p>I can use a variety of questions, including "what," "where," and "who."</p>	<p>I can explain and ask why, where and how questions</p>	<p>I can expand my vocabulary exploring the meaning and sounds of new words.</p> <p>I can use my words to organise, put in order, and make clear my thoughts, ideas, feelings, and events.</p>	<p><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b></p> <p>I can use my new vocabulary to explain why things might happen.</p>
<p>I am beginning to use nouns, verbs, and adjectives when communicating.</p>	<p>I am beginning to talk about anything.</p>	<p>I can begin to use more complex sentences to connect my ideas, such as because when supported by an adult.</p> <p>I can use language to talk about things that happened in the past in the correct order.</p> <p>I can begin to use different verb tenses, like "play," "playing," "will play," and "played."</p>	<p>I can connect my statements together and stay focused on a topic.</p>	<p><b>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.</b></p> <p>With support, I can talk about the past, present and future in full sentences using conjunctions</p>



Prime Areas of Learning and Development

Personal, Social and Emotional Development

Building Relationships

Range 3	Range 4	Range 5	Range 6	ELG
I watch what other kids do and sometimes copy them or play with them.	I'm learning to work and play nicely with people I know.	I copy what grown-ups do when I play with others.	I share, take turns, and listen to others in my play	<b>Work and play cooperatively and take turns with others.</b>  I play and work nicely with others and take turns.
	I look for friends to play and share with.	I try to solve problems with help when I don't agree with others.	I try to fix problems with friends, sometimes on my own.	
I like to play and look around when a grown-up I know is nearby.	I'm starting to make friends, but I may be shy with new people.	I like playing with grown-ups and other kids.	I make friends who help me think in new ways.	<b>Form positive attachments to adults and friendships with peers.</b>  I make friends and like being with people who care about me
I like to play by myself.	I'm learning who I know well and who I don't.	I play alone, with others, and sometimes invite others to play too.		
	I'm getting better at going off to play when someone I know is nearby.			
I can notice different emotions,	I know other people can think and feel differently than me.	I try to be kind and think about others.	I'm better at working with others and understanding their feelings.	<b>Show sensitivity to their own and to others' needs.</b>  I care about what I need and what others need too.
	I try to make someone feel better if they're sad.	I can talk about my own and others' feelings.	I can tell adults what I need or how I feel.	



Prime Areas of Learning and Development

Personal, Social and Emotional Development

Managing Self

Range 3	Range 4	Range 5	Range 6	ELG
I say 'me do it' or 'mine' to show what I want.	I know my name and what I like.	I try new things and talk to people.	I tell others what I need or like.	<p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b></p> <p>I try new things and keep going when it's hard.</p>
	I can make choices in where I play	I'm learning what makes me special.	I know what I'm good at and getting better at.	
	I can notice that people can be different.	I see how I am the same or different from friends.	I choose what I want to play with and keep going, even when it's tricky.	
	I like helping with small jobs.	I feel like I belong and help out.	I know I'm part of a group or team.	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>I know right from wrong and follow rules.</p>
	I'm learning that what I do can make things happen – but sometimes things don't go the way I thought they would.	I can identify if an action is a good choice or bad choice.	I can try and make good choices most of the time.	
I know my body parts like my nose and eyes.	I am becoming more confident going to the toilet independently.	I am confident going to the toilet independently in my setting.	I can put on clothes including zipping zips and doing buttons.	<p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</b></p> <p>I can dress myself and know about healthy food</p>
I point or talk to show what I want		I enjoy eating a range of healthy food	I can identify healthy food	



Prime Areas of Learning and Development

Personal, Social and Emotional Development

Self Regulation

Range 3	Range 4	Range 5	Range 6	ELG
I can express some emotions.	I am starting to identify how I feel.	I can state how I'm, or my friends are feeling.	I can discuss with people how I'm feeling, and I also try to think about how my friends are feeling too.	<p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</b></p> <p>I understand how I feel and how other people feel, and I'm getting better at making good choices.</p>
I have my own ideas about what I want to do.	I can express a variety of different emotions.	I can try to do things that help me and my friends regulate our feelings.	I can help my friends to regulate their feelings.	
I can seek comfort and support from familiar adults.	I can notice when my friends are feeling different things.	I can understand that some of my actions and words have an impact on other people's feelings.	I can ask for help or someone to talk to so I feel better and can figure things out.	
	I'm starting to get better at waiting for my turn	I'm learning about how I'm supposed to act and adapt in different situations	<p>I care about things being fair for everyone.</p> <p>I try to find ways to make it better, when there's a problem with someone,</p>	<p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</b></p> <p>I can choose a goal and keep trying. I'm learning to wait for things and stay calm when I can't have what I want straight away</p>
			Progression linked to listening, attention and understanding objectives	<p><b>Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</b></p> <p>I can listen carefully to my teacher, even when I'm busy, and follow instructions that have a few steps.</p>



## Prime Areas of Learning and Development

### Physical Development

#### Gross Motor Skills

Range 3	Range 4	Range 5	Range 6	ELG
I can walk upstairs holding a grown-up's hand.	I can go up and down stairs by holding the rail and putting both feet on each step.	I can walk down steps while carrying something small.	I can run and chase friends without bumping into them and stay safe whilst moving	<b>Negotiate space and obstacles safely, with consideration for themselves and others.</b>  I can move around safely and carefully, thinking about others.
I can walk or run, stop, go, and turn around whenever I need to		I can run carefully, changing direction if needed.		
I am starting to squat down and stand up easily.	I can sit, stand and squat steadily.	I can sit properly on a chair with my feet on the ground.	I can jump off things and land safely.	<b>Demonstrate strength, balance and coordination when playing.</b>  I can show strength, balance, and coordination when I play.
	I can jump into the air with both feet.	I can balance on one foot or in a squat for a moment.		
		I can pedal, balance, and steer my wheels.		
I like to copy actions and songs	I move to music and sounds	I can kick, throw and catch an object using both hands.	I can move in lots of different ways like hopping, skipping and crawling	<b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>  I can move with lots of energy – running, jumping, dancing, hopping, skipping and climbing
	I can start walking, running, and climb up and down on things that are high and low.		I can travel over, under and through climbing equipment.	
	I can kick and throw a stationary object.			



Prime Areas of Learning and Development

Physical Development

Fine Motor Skills

Range 3	Range 4	Range 5	Range 6	ELG
I can grip a mark making tool	I can hold my mark making tools comfortably, using my dominant hand.	I use all my fingers to hold my pencils when I draw.	I can hold my pencil well	<p><b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b></p> <p>I use my special grip on my pencil so I can write smoothly</p>
I can use both my hands to complete tasks/activities.	I can turn the pages in a book.	I can hold and use lots of different things with just one hand.	I can hold and play with different things and I know how to use them properly.	<p><b>Use a range of small tools, including scissors, paintbrushes and cutlery.</b></p> <p>I know how to use my small tools for different jobs.</p>
	I can hold and play with lots of different toys and tools.	I can snip paper using just one hand on the scissors.	I can use scissors to cut lines and simple shapes.	
			I can do buttons, zips and pour a drink.	
<p>I can shift focus between big and small objects</p> <p>I can explore mark making.</p>	I am starting to make lines to mark make.	I'm starting to draw circles and lines.	I'm forming letters correctly by myself that can be read by others.	<p><b>Begin to show accuracy and care when drawing.</b></p> <p>I can draw more carefully and make my pictures look how I want them to.</p>



Specific Areas of Learning and Development

Literacy

Comprehension

Range 3	Range 4	Range 5	Range 6	ELG	
I can show an interest in songs, books and rhymes.	I enjoy stories, rhymes, songs and poems	I can listen to stories, rhymes and poems and join in	I enjoy a range of reading materials.	<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</b></p> <p>I can show you I understand a story by telling it again in my own way and using some new words I've learned</p>	
	I can use repeated phrases and actions from stories and songs I know.	I can look at and enjoy books			I can recall the beginning, middle and end of a story and discuss familiar stories.
		I can make comments about a book	I know that signs and pictures can tell us things.		
			I can identify characters in a story		
I am beginning to join in with sounds and actions	I can say the missing word or phrase in rhymes and stories.	I can guess what might happen next in stories and rhymes.	I can predict what might happen in a story.	<p><b>Anticipate – where appropriate – key events in stories</b></p> <p>I can recall a well known story and predict what might happen next</p>	
	I can use props and toys around stories	I can talk about stories and understand new words	I can pretend to be or invent characters and act out stories I know.	<p><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</b></p> <p>I can use and understand the new words I've learnt when I talk about stories, real-life books, rhymes, and poems, and when we play pretend.</p>	
			I can use words I have read.		
			I know that if I want to find information I can look in books, on computers, and on phones and tablets		



Specific Areas of Learning and Development

Literacy

Word Reading

Range 3	Range 4	Range 5	Range 6	ELG
I can explore different ways to make noises.	I hear different sounds around me.	I clap or tap to match the beats in words when I play with sounds.	I hear and say the first sounds in words.	<b>Say a sound for each letter in the alphabet and at least 10 digraphs</b>  I know the initial sounds and 10 digraphs.
		I am starting to hear and say the first sounds in words.	I know common sound pairs like 'sh', 'th'.	
	I recognise signs and logos	I recognise my own name	I can segment words.	<b>Read words consistent with their phonic knowledge by sound blending</b>  I can read words by sounding them out.
			I use sounds and pictures to help me read.	
		I know that writing has meaning and is read left to right	I start to read simple words and sentences.	<b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</b>  I can read short sentences and some tricky words.
			I know some Reception high frequency words by memory.	



Specific Areas of Learning and Development

Literacy

Writing

Range 3	Range 4	Range 5	Range 6	ELG
I see what happens when I make marks.	I can tell that the marks I make are different from each other.	I sometimes tell what my drawings mean.	I write lowercase and capital letters properly.	<b>Write recognisable letters, most of which are correctly formed.</b>  I can write letters that look right
	I like drawing and writing in sand, on paper or screens.	I can write some letters in my name.		
	I know my marks are important	I start to hear sounds in words and write some letters.	I like making cards, lists, and stories using pictures and sometimes words, on paper or screens.	<b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b>  I can write words with the correct sounds.
		I can name initial letters in my name.	I use letters and sounds to write words	
		I add mark making to my play.	I can name and sound letters and write my name	
			I write labels, captions and simple sentences.	<b>Write simple phrases and sentences that can be read by others.</b>  I can write short sentences, and other people can read.
			I write short sentences using sounds I know.	
			I read what I wrote to see if it makes sense.	



Specific Areas of Learning and Development

Mathematics

Number

Range 3	Range 4	Range 5	Range 6	ELG
		I'm starting to learn that numbers can be made from smaller numbers, like 2 and 1 make 3.	<p>I can say numbers from 0 to 10 (and even higher) and counting back from 10 to 0.</p> <p>I can recall number facts within 10.</p> <p>I know that numbers are made from smaller numbers, and I like to break them up in different ways using lots of things.</p>	<p><b>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b></p> <p>I can remember number pairs that make 5 and some that make 10, like doubles and takeaways, without needing to count.</p>
I can say numbers like one or two and give that many objects	I can take or give two or three objects.	I can point to each thing and say one number for each, like 1, 2, 3, 4, and 5.	I use number words and symbols to compare numbers and like talking about bigger numbers.	<p><b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</b></p> <p>I can compare groups of up to 10 objects and tell which has more, less or the same.</p>
	I can start to see and know numbers symbols (like 1 and 2).	I can use number words like one, two or three when I play.	I can guess how many things there are and understand which group is bigger or smaller.	
	I can start to count on my fingers.	I can start to recognise numbers 0- and match with objects.	I can count up to 10 things from a bigger group.	
		I can count up to five things and know that the last number I say tells me how many there are.	I can count objects, actions and sounds.	



Specific Areas of Learning and Development

Mathematics

Numerical Patterns

Range 3	Range 4	Range 5	Range 6	ELG
I can say some counting words like one, two and three.	I can say numbers in order, and some are in the right order.	I can count out loud as far as I can.	I can put numbers 0 to 10 in the right order.	<b>Verbally count beyond 20, recognising the pattern of the counting system.</b>  I can count past 20 and I'm starting to notice the number pattern.
I might pretend to count by pointing and saying some number or sounds in order.			I can add one or take one away with numbers up to 10 when I'm doing activities.	
	I'm starting to notice when there are more, lots, or the same number of things.	I can compare two small groups and say if they have the same amount, like "You've got two, I've got two. Same!"	I can subitize up to five.	<b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</b>  I can look at groups of up to 20 objects and tell if one has more, less, or the same as the other
		I can see one, two, or three things and know how many there are without counting		
		I'm starting to understand that each number is one more than the last one.		



Specific Areas of Learning and Development

Understanding the World

Past and Present

Range 3	Range 4	Range 5	Range 6	ELG
	I can link an event I have done to pictures or words.	I can remember things that have happened to me.	I can talk about things that have happened to me or my family in the past or are happening now.	<p><b>Talk about the lives of the people around them and their roles in society</b></p> <p>I can talk about people around me and what jobs they do.</p>
	I can look at pictures from the past.	I can identify old things and new things	I can talk about pictures that show things from a long time ago	<p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b></p> <p>I can talk about similarities and differences about things in the past and present.</p>
	I can enjoy listening to a story written in the past.	I can identify things that were from the past in books.	I can talk about people and objects in books from a long time ago.	<p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p>I can understand about the past by listening to stories and reading books.</p>



Specific Areas of Learning and Development

Understanding the World

People, Culture and Communities

Range 3	Range 4	Range 5	Range 6	ELG
I can be interested in pictures of myself or my family	I can say the names of members of my family	I can show I am interested in what my favourite people are doing	I can join in with my family routines, like bedtime stories or weekend breakfasts	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b></p> <p>I can describe places using what I've seen, heard in stories, or learned from books</p>
	I can pretend to do things my family does, like making tea or playing with pets.			
	I can listen to stories based in different countries.	I can identify how a country is different using pictures.	I can talk about what it is like in a different country.	<p><b>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.</b></p> <p>I can explain some ways life is different in other countries, like what people eat or how they travel, from stories or books.</p>
	I can say how I am like my friends and how I am different.	I can describe special events that happened with my family	I can say how I am like other people from different communities and how I am different	<p><b>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;</b></p> <p>I can share things I've learned about different cultures from stories and what we talk about in class</p>



## Specific Areas of Learning and Development

### Understanding the World

#### The Natural World

Range 3	Range 4	Range 5	Range 6	ELG
I can explore new things in nature such as grass, mud or puddles.	I can describe things I've found outside in the natural world	I can show I care and look after animals and plants	I can say similarities and differences between animals, plants and objects.	<p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p>I can explore and describe nature and draw pictures about what I saw.</p>
	I can notice little details on objects in my environment	I can talk about my learning environment and name other places I have been.	I can describe places I have been or learn about.	<p><b>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.</b></p> <p>I can describe some well known environments and compare them to places I have not been.</p>
	I can notice that natural things can change.	I can begin to explain how things grow, live and then change	I can notice and describe animals, plants and the environment and talk about how they change.	<p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p> <p>I can name the seasons, describe what happens to them and talk about some life cycles of plants and animals</p>



Specific Areas of Learning and Development

Expressive Arts and Design

Creating with Materials

Range 3	Range 4	Range 5	Range 6	ELG
	I try to make shapes and pretend objects in play.	I can create for a purpose using a range of materials.	I can use props available to pretend to be different people in stories or games.	<p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p> <p>I can make toys, clothes, or objects to pretend to be different people in stories or games.</p>
	I use construction to model.	I can use tools like scissors, glue, or brushes.	I can try out different materials to show my ideas.	<p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p>I use different materials and tools safely and try out colours, shapes, and textures to make things.</p>
	I can experiment with different materials and resources.	I can use different materials and resources to make something.	I can use different materials and resources to make something and be proud of my work.	<p><b>Share their creations, explaining the process they have used.</b></p> <p>I like to show what I've made and tell others how I made it.</p>



Specific Areas of Learning and Development

Expressive Arts and Design

Being Imaginative and Expressive

Range 3	Range 4	Range 5	Range 6	ELG
I can pretend one thing is another thing	I can use things around me to learn and show what I know	I can pretend and play using my own ideas or things that have happened to me or my friends	I can make pictures, models, or pretend play about things I imagine and things that are real	<p><b>Invent, adapt and recount narratives and stories with peers and their teacher</b></p> <p>I can make up my own stories, change stories I know, and tell stories with my friends and adults.</p>
I can listen to nursery rhymes and songs	I can make sounds and move my body.	I can move my body in different ways when I hear music, stories, or have ideas	I can make up new ways to move my body and use my hands to show how I feel and what I'm thinking	<p><b>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.</b></p> <p>I can perform songs, rhymes, poems, and stories with others! Sometimes I can even try to move to the music</p>
	I can start joining in with songs and nursery rhymes.	I know some well-known nursery rhymes.	I can sing along to known songs and nursery rhymes.	