

All statements are taken from “Early Years Outcomes” (September 2013). Most children will work through the statements for their age related band. However, some children will still be consolidating from an earlier age related band or in some cases working beyond their age related band or within the Early Learning Goal.

**EARLY YEARS FOUNDATION STAGE 2  
(RECEPTION YEAR)  
COMMUNICATION AND LANGUAGE**

<b>Listening and attention</b>		
<b>30-50 Months</b>	<b>40-60+ months</b>	<b>Early Learning Goal</b>
Listens to others one to one or in small groups, when conversation interests them.		Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
Listens to stories with increasing attention and recall.		
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.		
Focusing attention – still listen or do, but can shift own attention.	Maintains attention, concentrates and sits quietly during appropriate activity.	
Is able to follow directions (if not intently focused on own choice of activity).	Two-channelled attention – can listen and do for short span.	

<b>Understanding</b>		
<b>30-50 Months</b>	<b>40-60+ months</b>	<b>Early Learning Goal</b>
Understands use of objects (e.g. “What do we use to cut things?”)	Responds to instructions involving a two-part sequence.	Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.	Understands humour, e.g. nonsense rhymes, jokes.	
Responds to simple instructions, e.g. to get or put away an object.	Able to follow a story without pictures or props.	
Beginning to understand ‘why’ and ‘how’ questions.	Listens and responds to ideas expressed by others in conversation or discussion.	

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COMMUNICATION AND LANGUAGE**

<b>Speaking</b>		
<b>30-50 Months</b>	<b>40-60+ months</b>	<b>Early Learning Goal</b>
<b>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</b>	<b>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</b>	<b>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b>
<b>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</b>	<b>Uses language to imagine and recreate roles and experiences in play situations.</b>	
<b>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</b>	<b>Links statements and sticks to a main theme or intention.</b>	
<b>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</b>	<b>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</b>	
<b>Uses a range of tenses (e.g. play, playing, will play, played).</b>	<b>Introduces a storyline or narrative into their play.</b>	
<b>Uses intonation, rhythm and phrasing to make the meaning clear to others.</b>		
<b>Uses vocabulary focused on objects and people that are of particular importance to them.</b>		
<b>Builds up vocabulary that reflects the breadth of their experiences.</b>		
<b>Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’</b>		

**EARLY YEARS FOUNDATION STAGE 2  
(RECEPTION YEAR)  
LITERACY**

<b>Reading</b>		
<b>30-50 Months</b>	<b>40-60+ months</b>	<b>Early Learning Goal</b>
<b>Enjoys rhyming and rhythmic activities</b>	<b>Continues a rhyming string</b>	<b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b>
<b>Shows awareness of rhyme and alliteration.</b>	<b>Hears and says the initial sound in words.</b>	
<b>Recognises rhythm in spoken words.</b>	<b>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</b>	
<b>Listens to and joins in with stories and poems, one-to-one and also in small groups.</b>	<b>Links sounds to letters, naming and sounding the letters of the alphabet.</b>	
<b>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</b>	<b>Begins to read words and simple sentences.</b>	
<b>Beginning to be aware of the way stories are structured.</b>	<b>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</b>	
<b>Suggests how the story might end</b>	<b>Enjoys an increasing range of books.</b>	
<b>Listens to stories with increasing attention and recall.</b>	<b>Knows that information can be retrieved from books and computers.</b>	
<b>Describes main story settings, events and principal characters.</b>		
<b>Shows interest in illustrations and print in books and print in the environment.</b>		
<b>Recognises familiar words and signs such as own name and advertising logos.</b>		
<b>Looks at books independently.</b>		
<b>Handles books carefully</b>		
<b>Knows information can be relayed in the form of print.</b>		
<b>Holds books the correct way up and turns pages.</b>		
<b>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</b>		

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LITERACY**

<b>Writing</b>		
<b>30-50 Months</b>	<b>40-60+ months</b>	<b>Early Learning Goal</b>
Sometimes gives meaning to marks as they draw and paint.	Gives meaning to marks they make as they draw, write and paint.	Children use their phonic knowledge to write words in ways which 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 others are phonetically plausible.
Ascribes meanings to marks that they see in different places	Begins to break the flow of speech into words.	
	Continues a rhyming string.	
	Hears and says the initial sound in words	
	Can segment the sounds in simple words and blend them together.	
	Links sounds to letters, naming and sounding the letters of the alphabet.	
	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	
	Writes own name and other things such as labels, captions.	
	Attempts to write short sentences in meaningful contexts.	