Moving into Year 1

Understanding your child’s Foundation Stage Profile

A picture of your child’s learning

At the end of Reception, teachers complete the Early Years Foundation Stage (EYFS) Profile. It records development against 17 Early Learning Goals across seven learning areas. Teachers use what they know from everyday learning and play; children do not sit an exam.



What do the outcomes mean?

Expected: your child is meeting the end-of-Reception level for that goal.
Emerging: your child is still developing the skills described in that goal. This identifies where further teaching and support are needed.

How does it help the move to Year 1?

Reception and Year 1 teachers share outcomes and discuss your child’s strengths, needs and helpful approaches. This helps Year 1 staff plan teaching and support. The Profile is a starting point for continuity, not a label that limits future achievement.

What will parents receive?

School shares the Profile outcomes with you and offers an opportunity to discuss them. Ask what your child does confidently, what they are learning next and how home and school can help together.

Small steps you can take at home

Keep sharing books, chatting, playing and practising everyday independence. Use the following pages to choose one or two enjoyable activities. Tell the new teacher about your child’s interests, worries, home languages and any support that helps them feel secure.

This booklet explains the goals in everyday language. It supports conversations with school and does not replace teachers’ assessment or the full statutory wording.

Source: Department for Education, EYFS Profile Handbook (updated September 2026).

Communication and language

Sharing ideas, explaining and listening

Early Learning Goals

- Listen attentively, respond with questions or comments, and clarify understanding.
- Hold back-and-forth conversations with adults and peers.
- Join discussions, offer ideas and use recently learned vocabulary.
- Explain why things might happen, drawing on stories and experiences.
- Express ideas and feelings in full sentences; use past, present and future forms and connecting words, with adult modelling.



How you can help at home

1 **Chat about the day**

Ask about one moment: “What did you build?” Give thinking time. Add a useful new word and use it again later. Talk in your strongest home language.

2 **Retell a favourite story**

Use pictures or toys to tell what happened first, next and at the end. Help your child explain why a character might feel happy or worried.

3 **Give a real reason to explain**

Ask your child to tell you how to make a model or play a game. Listen, then ask a question to help them make their meaning clear.

Listen together → **Explain an idea** → **Add new words**

Notice communication across all languages and usual communication supports. Share concerns about understanding, talking or listening with your child’s teacher; agree helpful next steps together.

The 17 ELGs describe expected development at the end of Reception. These parent summaries are not the full assessment wording. Children still developing these skills will receive support in Year 1.

Sources: DfE EYFS Early Learning Goals; EYFS Profile Handbook; Ruth Miskin Training progress expectations.

Personal, social and emotional development

Friendships, feelings and growing independence

Early Learning Goals

- Recognise feelings and begin managing behaviour; work towards goals and wait for wants.
- Attend to an adult while doing an activity and follow instructions with several ideas or actions.
- Try new activities confidently, persevere and show independence.
- Explain rules and right and wrong; manage dressing, toileting and hygiene, and understand healthy food choices.
- Cooperate, take turns, form positive friendships and show sensitivity to others.



How you can help at home

1 Coach through big feelings

Name the feeling, stay calm and help your child settle. Later, practise words such as “Can I have a turn next?” Children still need adult support.

2 Practise everyday independence

Let your child dress, put on shoes and a coat, and pack their bag. Practise wiping, flushing and handwashing. Allow time and help with tricky fastenings.

3 Notice effort and kindness

Say what helped: “You tried another way” or “You listened to your friend.” Play simple turn-taking games and practise losing kindly.

Name the feeling → **Choose a strategy** → **Try again**

Work towards daytime toilet independence. If accidents, health needs, disability or SEND affect self-care, agree a practical support plan with school. Needing help must never be a source of shame.

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Physical development

Moving with confidence and controlling tools

Early Learning Goals

- Negotiate space and obstacles safely, considering themselves and others.
- Show strength, balance and coordination in play.
- Move energetically: run, jump, dance, hop, skip and climb.
- Hold a pencil effectively for fluent writing, using a tripod grip in almost all cases.
- Use tools such as scissors, paintbrushes and cutlery, and begin drawing accurately and carefully.



How you can help at home

1 **Move in different ways**

Make a simple route to balance, jump, step and crawl. Adapt it to your child's movement and access needs. Enjoy outdoor play together.

2 **Build hand control**

Use construction toys, dough, pegs and child-safe scissors. Practise cutlery and fastenings. These useful jobs strengthen control for everyday tasks.

3 **Keep writing comfortable**

Use a stable sitting position and suitable tools. Follow school's letter-formation guidance. Short, enjoyable practice is better than long copying tasks.

Move and balance → **Build hand control** → **Practise a skill**

The Fine Motor Skills ELG refers to an effective tripod grip in almost all cases, rather than specifying a static grip. Agree suitable equipment, access arrangements and support for your child with school.

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Literacy

Learning sounds, reading words and writing messages

Early Learning Goals

- Retell stories in your own words, use new vocabulary and anticipate key events.
- Use story vocabulary in discussion, role play and conversation.
- Say a sound for every alphabet letter and at least 10 digraphs (two letters representing one sound).
- Blend known sounds to read words; read simple sentences and matched books, including some common exception words.
- Form recognisable, mostly correct letters; spell words by identifying sounds and representing them with letters.
- Write simple phrases and sentences that other people can read.



How you can help at home

1 **Read the right Read Write Inc. book regularly**

Use the sound cards and matched Storybooks sent home. Say pure sounds and blend unfamiliar words. Reread to build accuracy and fluency. Follow school guidance for common exception words.

2 **Read and enjoy books every day**

Hear your child read a book matched to their taught sounds. Help them sound out and blend. Also read richer stories aloud and talk about their meaning.

3 **Write a short message**

Say the whole message first. Help your child hear each word’s sounds and write the letters they know. Make a card, list or game instruction, then reread it together. Keep practising accurate first-name writing.

Say the message → **Hear the sounds** → **Write and reread**

Read Write Inc. end-of-Reception benchmark: Green or Purple Storybooks (published Ruth Miskin progress guide). Book colour is not an ELG judgement. School assessment sets the right book and next steps; continue practising Set 2 sounds as taught.

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Mathematics

Number understanding and patterns at the end of Reception

Early Learning Goals

- Understand numbers to 10, including the parts that make each number.
- Recognise quantities up to 5 without counting each item.
- Recall number bonds to 5, including subtraction facts, without counting aids; recall some bonds to 10 and doubles.
- Count aloud beyond 20 and recognise the counting pattern.
- Compare quantities up to 10: more, fewer or the same.
- Explore patterns within numbers to 10, including odd and even, doubles and equal sharing.



How you can help at home

1 **Count, compare and explain**

Count objects to 10 and say the total. Compare two groups. Count aloud beyond 20 during play, noticing repeated patterns in the number names.

2 **Explore parts and wholes**

Split five objects into two groups, then try another split. Hide one part and work out what is missing. Revisit familiar combinations to build quick recall; explore some ways to make 10.

3 **Double and share**

Make matching groups to find doubles. Share objects equally between two toys. Notice which quantities leave one over and talk about odd and even numbers.

Use real objects → **Notice the parts** → **Explain your thinking**

These are end-of-Reception ELG summaries, not a requirement to complete Year 1 maths early. Keep using objects, fingers, games and explanations alongside developing recall.

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Understanding the world

Noticing change and exploring people and places

Early Learning Goals

- Discuss people's lives and roles; recognise similarities and differences between past and present.
- Understand the past through settings, characters and events in stories.
- Describe familiar surroundings using observation, discussion, books and maps.
- Discuss similarities and differences between religious and cultural communities, and life here and in other countries.
- Explore nature, observe and draw plants and animals; compare contrasting environments.
- Understand changes and processes, including seasons and changing states of matter.



How you can help at home

1 Compare then and now

Look at family photographs. Talk about what has changed and what is similar. Use words such as before, after, yesterday and long ago in real contexts.

2 Return to a familiar place

Visit the same tree or patch of garden. Notice leaves, light, weather and living things. Draw or talk about changes and learn a few useful new words.

3 Explore together

Grow a seed or investigate melting ice. Ask what might happen, then watch and discuss what actually happens. Share family stories and celebrations too.

Look closely → **Ask a question** → **Talk about changes**

First-hand experiences and conversation build understanding. Make space for your family's languages and knowledge. Supervise investigations and wash hands after handling soil or outdoor materials.

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Expressive arts and design

Creating, imagining and sharing ideas

Early Learning Goals

- Safely explore materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share creations and explain the process used.
- Use props and materials when acting out stories and characters.
- Invent, adapt and recount stories with others.
- Sing a range of familiar songs and nursery rhymes.
- Perform songs, rhymes, poems and stories; try moving in time to music.



How you can help at home

1 **Make a plan, then explore**

Ask what your child would like to make. Offer safe materials and let them choose. Help with a technique while keeping the idea their own.

2 **Join an imaginative story**

Use toys or dress-up clothes. Follow your child's story and add a problem to solve. Invite them to make a sign, ticket or map for their play.

3 **Make music together**

Sing, clap and copy a rhythm. Swap leader and follower. Explore fast, slow, loud and quiet sounds, and talk about how music makes you feel.

Imagine an idea → **Create and explore** → **Share what you made**

Offer art, music, construction and pretend play to every child. Praise choices, experimentation and effort. There is no requirement for every child's work to look like an adult example.

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