

ELG 3. Self regulation. Skill progression throughout Reception

Entry (3)

- They are aware that some of their behaviors can hurt other people.
- They can inhibit their own behaviours.
- They can follow a simple instruction when their attention has been gained (e.g. whole class tidy up to a signal, or name called).
- They can talk about what they like doing and what they don't like doing.
- They will speak to peers during their play about their interests, likes or dislikes.

Autumn 2 (4)

- They can tolerate a delay when their needs are not immediately met.
- They are beginning to share resources with some support.
- They are aware of a variety of feelings and are beginning to identify these in themselves and others.
- They can follow a one-step instruction.
- They are beginning to listen to an adult or peer whilst engaged in a different activity.

Spring 2 (5)

- They can alter their behavior in different situations with some support (e.g. understanding appropriate behavior during assembly).
- They can take turns during games with some support.
- They are beginning to work as part of group with some support.
- They show confidence in asking familiar adults for help.
- They can listen to an adult or peer whilst engaged in a different activity.
- They are beginning to follow a two-step instruction.

Summer 1 (6)

- They are developing their sharing and turn taking skills and beginning to do so more independently.
- They can respond appropriately to the feelings of others (e.g. alter their behavior if a game becomes too rough and starts to upset other children).
- They are beginning to develop an understanding that they cannot always 'win' or be picked first.
- They are beginning to be able to negotiate (e.g. get a sand timer to say when it is their turn).
- They are developing their own ideas of how to approach an activity.
- They can listen to an adult or peer whilst engaged in a different activity and respond appropriately
- They can follow a two-step instruction.

Summer 2 ELG (7)

- They can talk about how they and others show feelings.
- They can give their attention to the speaker (e.g. eye contact) and respond appropriately to what they have heard even if engaged in a separate activity.

- They can listen to and follow a sequence of more complex instructions involving several ideas or actions accurately
- They can talk about their own ideas for an activity.
- They can select the resources that they need to complete an activity
- They can wait their turn and work as part of a group
- They can speak about their own and others behaviour and its consequences.
- They are beginning to manage their own feelings and maintain control (e.g. if they are disappointed by something they are beginning to control their own emotions).
- They are beginning to consider other people's feelings before acting
- They can change their behavior in different situations (e.g. on the playground, in assembly).

Exceeding (8)

- They can manage their own feelings and maintain control (e.g. if they are disappointed by something they can control their own emotions and distract themselves).
- They consider other people's feelings before acting.
- They are beginning to independently take other points of view into account when planning an activity.
- They can appropriately stand up for themselves without resorting to violence or tears.
- They can stop and think before acting and they can wait for things they want.