

## Early Years Foundation Stage (EYFS) Assessment Tool

### Communication and Language

### Small Steps to: Listening and Attention

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## Language Communication: Listening and Attention

Language Communication: Listening and Attention			
	Unique Child	Small Steps	Observation Reference
 (Birth to 11 months)	Turns toward a familiar sound then locates range of sounds with accuracy	General auditory stimulation (singing and talking to baby) General auditory stimulation (using sound making toys) Looks in direction of sound, or changes body movement in response to sound Looks at person attempting to gain his attention Shows by body movements, or cessation of crying, response to adult voice	
	Listens to, distinguishes and responds to intonations and sounds of voices	Shows by body movements, or cessation of crying, response to adult voice Smiles in response to attention by adult Vocalizes in response to attention Shows recognition of family members by smiles or cessation of crying Imitates voice intonation patterns of others	

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	Unique Child	Small Steps	Observation Reference
 (Birth to 11 months)	Reacts in interaction with others by smiling, looking and moving	Responds to being in family circle by smiling vocalising or ceasing to cry Laughs, Imitates “peek-a-boo” Claps hands (‘pat-a-cake’) and waves bye-bye in imitation of adult	
	Quietens or alerts to the sound of speech	Responds to being in family circle by smiling vocalising or ceasing to cry Smiles in response to attention by adult Shows recognition of family member by smiles or cessation of crying	
	Looks intently at a person talking, but stops responding if speaker turns away	Follows sound, moving head Searches for sound by turning head in direction of sound Follows conversation by watching speakers	

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	Unique Child	Small Steps	Observation Reference
 (Birth to 11 months)	Listens to familiar sounds, words, or finger plays	Looks in direction of sound, or changes body movement in response to sound Looks at person attempting to gain his attention Seeks eye contact often when attended Follows conversation by watching speakers	
	Fleeting Attention – not under child’s control, new stimuli takes whole attention	Looks in direction of sound, or changes body movement in response to sound Follows sound, moving head Searches for sound by turning head in direction of sound	
 (8 to 20 months)	Moves whole bodies to sounds they enjoy, such as, music or a regular beat	Searches for sound by turning head in direction of sound Shakes or squeezes object placed in hand, making sounds unintentionally	

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	Unique Child	Small Steps	Observation Reference
 (8 to 20 months)	Has a strong exploratory impulse	Reaches and grasps object in front of him Reaches for preferred object Feels and explores object with mouth	
	Concentrates intently on an object or activity of own choosing for short periods	Looks at own hands, often smiles and vocalizes Smiles and vocalizes to mirror image Seeks eye contact often when attended Looks at pictures for a few seconds	
	Pays attention to dominant stimulus – easily distracted by noises or other people talking	Follows conversation by watching speakers Looks for source of sound outside room, e.g. doorbell, motorbike, children calling	

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	Unique Child	Small Steps	Observation Reference
 <p>(16 to 26 months)</p>	<p>Listens to and enjoys rhythmic patterns in rhymes and stories</p>	<p>Responds to rhymes and jingles Squeezes or shakes toy to produce sound in imitation</p>	
	<p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalizations</p>	<p>Imitates voice intonation patterns of others Vocalizes in response to speech of other person Responds to “up” and “down” by moving body appropriately</p>	
	<p>Rigid attention – may appear not to hear</p>	<p>Sensory stimulation, responding to different textures and a variety of different sounds and tones</p>	

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	Unique Child	Small Steps	Observation Reference
 (22 to 36 months)	Listens with interest to the noises adults make when they read stories	Sits with adult to share picture books Listens to simple story, e.g. getting ready for bed	
	Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door	Looks for source of sound outside room, e.g. doorbell, motorbike, children calling Names familiar environmental sounds Joins in producing simple rhythmic patterns, e.g. clapping, stamping	
	Shows interest in play with sounds, songs and rhymes	Joins in producing simple rhythmic patterns, e.g. clapping, stamping Sings and dances to music Identifies loud and soft sounds in musical games	
	Single channelled attention. Can shift to a different task if attention fully obtained – use child’s name to gain focus	To gain the child’s attention, it is usually necessary to use touch, name, then wait for them to look or respond before continuing to communicate with them.	

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	Unique Child	Small Steps	Observation Reference
 (30 to 50mths)	Listens to others one to one or in small groups, when conversation interests them	Will attend during regular story session	
	Listens to stories with increasing attention and recall	Tells what happens next in simple, repetitive story	
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Joins in producing simple rhythmic patterns, e.g. clapping, stamping Tells what happens next in simple, repetitive story Repeats finger plays with words and action Repeats sequence or series of sounds, e.g. squeaky toy, rattle, drum, triangle	

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	Unique Child	Small Steps	Observation Reference
 <p>(30 to 50mths)</p>	<p>Focusing attention – still listen or do, but can shift own attention</p>	<p>Plays near and talks with other children when working on own project Child can pause and return May acknowledge the adult or peer by glance, but remain engaged and continues with activity</p>	
	<p>Is able to follow directions (if not intently focused on own choice of activity)</p>	<p>Follows rules in group games led by adult Will take turns Follows rules in group game led by older children Carries out series of 2 unrelated commands</p>	
 <p>(40 to 60mths)</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity</p>	<p>Listens to simple story Will attend during a regular story session Sits with adult during a focused activity</p>	

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	Unique Child	Small Steps	Observation Reference
 <p>(40 to 60mths)</p>	<p>Two-channelled attention – can listen and do for short span</p>	<p>Remaining on task whilst showing awareness of others and events occurring in the environment</p>	

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**Give simple commentary to play spoken or gesture.**

Environment	Adult Led Activities & Experiences	Interaction & Engagement
<p><b>Do you have:</b></p> <p>Sound making toys Musical instruments, mirror carousel with bells. Home -made shakers e.g. boxes containers &amp; bottles of different size and texture, with different objects inside</p> <p>Fabrics, foil blankets, dens, mirrors, tunnels and pop up tents Balls with sounds (pet toys) puppets, teddies and dolls, or other age appropriate objects and toys</p> <p>Nature trails, indoor environmental sounds, Hanging objects - Wind chimes, Ribbons, pots and pans, tubes</p>	<p><b>Have you tried:</b></p> <p>Recording everyday sounds and voices Imitation games</p> <p>Shaking sound objects from various angles and direction e.g. up high, down low, behind and under</p> <p>Hiding games Games to encourage recognition of object</p> <p>Listening walks , music signals for transition times, doorbells, telephones</p>	<p><b>Do you do:</b></p> <p>Singing and rhymes with anticipation face to face and giving time to respond e.g. round and round the garden Peek a boo games, clapping hands and waving bye-bye Play with sounds, repeat their sounds e.g. blowing raspberries and their babbles</p> <p>Adult to lead and facilitate by hiding under scarf etc. Using photographs of objects and toys Introduce simple picture books</p> <p>Pointing out every day sounds in simple commentary whilst out e.g. trees rustling in the wind, crunching leaves, pitter-patter of rain, animals, transport etc</p>

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<p><b>Do you have:</b></p> <p>A variety of picture books, stories with simple texts or everyday routines, lift the flap books, touchy feely books</p> <p>Song bags or boxes with objects of reference to songs and rhymes</p> <p>Opportunities for listening activities through planned activities or a listening area with headphones, CD players etc</p> <p>Talking tins and other voice recording equipment</p> <p>Various tubes and pipes</p>	<p><b>Have you tried:</b></p> <p>Varying the tone, pitch, volume and pace of your voice as you read stories</p> <p>Be enthusiastic and over exaggerate as you tell a story to capture the child’s interest and sustain their attention</p> <p>Playing Mrs Brown’s Box – A selection of sound making objects shown to the children first then hidden in a box, children to identify by words or gestures which object is making the sound (begin with only 2 or 3 different objects which make very different sounds)</p> <p>A selection of different types of music e.g. slow / fast, quiet and loud sounds, different rhythms and beats from classical to African drumming</p> <p>Sound treasure hunts, matching sounds on the recorder to objects e.g. cow sound on the recorder children to find a cow</p>	<p><b>Do you do:</b></p> <p>Action rhymes and songs with enthusiasm encourage children to join in with lots of large exaggerated movements and gestures</p> <p>Adults to reinforce listening using lots of facial expressions, varied tone of voice, capture children’s interest and attention, allowing children processing, thinking and responding time</p> <p>Model movement in response to different styles of music by showing and demonstrating enjoyment to capture their attention, interact and engage with children to sustain their interest</p> <p>Use language to describe actions e.g. “this music makes me want to bounce, bounce, bounce!” “This music makes me flutter like a butterfly!”</p>

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<p><b>Do you have:</b> Photograph books of local environment, community, everyday life experiences and routines</p> <p>Opportunities to spark conversations and interactions with children about things which interest them or are important to them and recall and relive experiences</p> <p>Familiar stories with repeating refrains, rhythm and pace. Circle time</p> <p>Variety of simple turn taking games and opportunities to create turn taking in all curriculum area's</p> <p>Egg Timers, visual timetable or prompts, symbols and signs</p>	<p><b>Have you tried:</b> Taking photographs in the local area and making them into a book e.g. supermarket, local petrol station, post office, places of interest etc</p> <p>Talking tables featuring objects of interest to the child</p> <p>Acting out familiar stories using props, puppets and gestures Pass around a smile, object for description</p> <p>Letting older or more confident peer support turn taking e.g. pass on a movement or action</p> <p>Traffic light system or timers for bikes etc</p>	<p><b>Do you do:</b> Take time to find out what your children are interested in or what fascinates them and provide resources to feed and stimulate their interest</p> <p>Encourage families to bring in objects of reference to spark interactions and reinforce memories of events outside the setting e.g. train ticket from a journey, leaflet from the supermarket, leaf or twig from the park etc</p> <p>Tell stories with enthusiasm capturing children's interest and imagination by altering tone of voice, pitch, volume and pace</p> <p>Pause and wait at key, familiar or repetitive points in the story and allow time for children to respond and react with appropriate expression or awe and wonder. Acknowledge and respond to all children's attempts to join in e.g. eye glancing</p> <p>Initiate an activity model turn taking and gradually withdraw support as game progresses vocalising praise and encouragement from short distance to keep children on task</p> <p>Engage and interact role play</p>

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