

Early Years Foundation Stage (EYFS) - Assessment Tool

Communication and Language

Small Steps to: Understanding

Document prepared by:

- Sharon McNicholas & Alison Moor - Childcare Inclusion Officer's
- Liz Bolt, Manager/SENCo – Robertown Pre-School
- Melanie Kaye, Manager – Netherthong Pre-School
- Tracy Mills & Gail Shuttleworth - Home Portage Worker's
- Michelle Rhodes & Fiona Williams - Portage Support Worker's

Communication and Language: Understanding

	Unique Child	Small Steps	Observation Reference
 (Birth to 11 months)	Stops and looks when hears own name	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	
	Starts to understand contextual clues, e.g. familiar gestures, words and sounds	Smiles in response to facial expression, words and actions of others e.g. tickle, tickle... Shows response to own name by looking or reaching to be picked up	
 (8 to 20 months)	Developing the ability to follow others' body language, including pointing and gesture	Imitates peek-a-boo Claps hands ("pat-a-cake") in imitation of adult Waves bye-bye in imitation of adult Responds with gestures or body movements to words such as "up high" and "bye bye"	

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 <p>(8 to 20 months)</p>	<p>Response to different things said when in a familiar context when with a special person (e.g. “Where’s Mummy?”, “Where’s your nose?”)</p>	<p>Acts in response to simple questions including eye pointing or reaching e.g. “Where’s your ball?”</p> <p>Points to body part on request</p> <p>Recognise the names of common objects e.g. teddy, ball</p>	
	<p>Understanding of single words in context is developing, e.g. “cup”, “milk”, “Daddy”</p>	<p>Looks at familiar object when named</p> <p>Responds to named familiar objects by looking or touching</p> <p>Interested in looking at named pictures</p>	

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	Unique Child	Small Steps	Observation Reference
 <p>(16 to 26 months)</p>	<p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group</p>	<p>Responds to named familiar objects by eye pointing, reaching or touching</p> <p>Points to/touches pictures in a book when named</p> <p>Can “give me” or “show me” on request</p> <p>Points to familiar objects when named</p>	
	<p>Understands simple sentences (e.g. “throw the ball”)</p>	<p>Takes part in game, pushing car, rolling ball</p> <p>Can bring or take object to get person from another room on direction</p> <p>Acts in response to action words</p> <p>Follows simple commands e.g. “come sit down”</p>	

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	Unique Child	Small Steps	Observation Reference
 (22 to 36 months)	Identifies action words by pointing to the right picture, e.g. "Who's jumping?"	Acts in response to action words Picks out details in pictures Shows understanding by responding with appropriate gesture to verbal requests e.g. wave bye bye, hug teddy....	
	Understands more complex sentences, e.g. "Put your toys away and then we'll read a book"	Carries out 2 related commands following the language first/now...then/next...maybe supported by visual resources	
	Understands "Who", "What", "Where" in simple questions (e.g. "Who's that /can?" "What's that?" "Where is?"	Answers questions " Who, What and Where by eye pointing, pointing, verbalising etc.	

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 (22 to 36 months)	Developing understanding of simple concepts (e.g. big/little)	Matches like objects Points to big and little on request Places objects in, on and under on request	
 (30 to 50mths)	Understands use of objects (e.g. “what do we use to cut things?”)	Imitates use of common objects e.g. cup, spoon, brush Selects common object described by its use	
	Shows understanding of prepositions such as ‘under’ ‘on top’, ‘behind’ by carrying out an action or selecting correct picture	Responds to up and down by moving body appropriately Places objects in on and under on request	

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 (30 to 50mths)	Responds to simple instructions e.g. to get or put away object	Carries out simple direction when accompanied by gesture Can give me or show me on request	
	Beginning to understand 'why?' and 'how?' questions	Answers (by verbalising or gesturing) simple 'how?' and 'why' questions e.g. "how do we use a spoon?" "Why was the dog wet?"...and the child points to the picture of the dog in a puddle	
 (40 to 60mths)	Responds to instructions involving 2 part sequence Understands humour e.g. nonsense rhymes and jokes.	Carries out a series of 2 related commands Repeats actions that produce laughter and attention	

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	Unique Child	Small Steps	Observation Reference
 <p>(40 to 60mths)</p>	<p>Able to follow a story without pictures or props</p>	<p>Mimes actions and repeats final word for each line in a familiar story or song</p> <p>Joins in producing simple rhythmic patterns e.g. clapping and stamping</p> <p>Tells what happens next in a simple repetitive story</p>	
	<p>Listens and responds to ideas expressed by others in conversation or discussion</p>	<p>Joins in pretend play when given verbal cues</p>	

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Language Communication: Understanding

Always use child’s name touch or gesture first before engaging in any activity and throughout activity.

Give simple commentary to play spoken or gesture.

Environment	Adult Led Activities & Experiences	Interaction & Engagement
<p>Do you have:</p> <p>Sound making toys Musical instruments Boxes containers & bottles of different size and texture, with different objects inside</p> <p>Fabrics, dens, mirrors, tunnels and pop up tents Balls with sounds (pet toys) teddies and dolls, or other age appropriate objects and toys</p> <p>Nature trails Hanging objects - Wind chimes, Ribbons, pots and pans, tubes</p> <p>Quiet, cosy areas away from “high traffic” and noisy activity areas</p> <p>Treasure baskets containing a variety of natural objects</p>	<p>Have you tried:</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</p> <p>Floor cushions, fabrics, soft toys, rugs, voiles hanging from ceiling, different ways of sectioning off quiet areas</p> <p>Sensory, touchy-feely, soft and hard textures, bottles, containers, large and small objects</p>	<p>Do you do:</p> <p>Rhymes with anticipation face to face and giving time to respond e.g. Round and round the garden, Peek a boo games 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</p> <p>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> <p>Sitting with children at their level, promoting “tummy time” for both adults & children</p> <p>Encourage children to explore by modelling and using appropriate language. Give children the opportunity to observe you playing</p>

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<p>Do you have:</p> <p>Variety of books e.g. “feely” “lift the flap”, picture, activity, sound</p> <p>Real life objects (packaging, boxes, crockery, fruit, hairbrushes, cutlery, toothbrushes, facecloths, towels, soap)</p> <p>Clear structured routines</p> <p>A variety of modelling tools and everyday objects</p> <p>Outdoor painting opportunities Digging and cutting</p>	<p>Have you tried:</p> <p>Magazines & catalogues (e.g. Argos etc.), photograph books of the local community and routes on walks Taking local photographs, linking familiar objects to pictures, making books</p> <p>Provide areas to reflect current themes and interests e.g. garden centre, seaside, vet, farm, jungle, hairdresser, travel agents, Bank, etc</p> <p>Visual timetable, pre transition prompts, countdown timers</p> <p>Cutting up fruit and vegetables, mixing playdough. Making snack and baking</p> <p>Decorators brushes, rollers, brooms etc Mud plots, carpenters bench</p>	<p>Do you do:</p> <p>Use lots of facial expression and voice intonation to capture and stimulate children’s interest. Allow children time to process information and respond. Have that awe and wonder in your story telling</p> <p>Interact and join in with the children’s role play following their lead</p> <p>Use visual aids and or sign to support following routines. Use clear short one step instructions to develop understanding of routine Tidy up time give child instruction e.g. “in the box”</p> <p>Observe, imitate and question. Adult to use questions “where, what, how “ etc</p> <p>Side by side play adult at child’s level capturing their interest and mirroring child’s actions(up and down etc</p>

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<p>Do you have:</p> <p>Structured routines with roles and responsibilities</p> <p>Story CD’s, Recording devices and camera’s Puppet theatres, stage area</p>	<p>Have you tried:</p> <p>Visual resources to enable independence</p> <p>Getting children to make their own stories Record different sounds which they produce Taking the children out and letting them use the camera</p>	<p>Do you do:</p> <p>Facilitate by offering guidance and reassurance using supportive language through each step e.g. “what do we need now, what is next”</p> <p>Discuss familiar stories encourage them to make adaptations. Have fun experimenting with sounds and rhythms. Display images for all to see with feedback and discussion. Use shared knowledge e.g. X Factor</p>

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