

Early Years Foundation Stage (EYFS) Assessment Tool

Communication and Language

Small Steps to: Speaking

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Communication and Language: Speaking

Communication and Language: Speaking			
	Unique Child	Small Steps	Observation Reference
 <p>(Birth to 11 months)</p>	<p>Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing</p>	<p>Cries differentially due to discomforts Coos and gurgles when content</p>	
	<p>Makes own sounds in response when talked to by familiar adults</p>	<p>Laughs , repeats own sounds (in response to adults voice) vocalises in response to attention</p>	
	<p>Lifts arms in anticipation of being picked up</p>	<p>Responds when talked to e.g. move arms and legs, changes facial expression, moves body and makes mouth movements</p> <p>Looks at person attempting to gain attention</p>	

Children develop at their own rate. If gaps have been identified in their learning this document can be referred to for small steps to support individual learning. This document should not be used as a checklist or a stand-alone document but to run in conjunction with the child’s monitoring and assessment tool already used.

Communication and Language: Speaking

	Unique Child	Small Steps	Observation Reference
 (Birth to 11 months)	Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'	Repeats own sounds Looks at own hands, often smiles and vocalises Smiles and vocalises to mirror image	
 (8 to 20 months)	Uses sounds in play, e.g. 'brrrm' for toy car	Makes 4 or more different sounds in play	
	Uses single words	Babbles (series of syllables) Responds gesture with gesture (or sign)	
	Frequently imitates words and sounds	Changes facial expression moves body, makes gestures and mouth movements Vocalises in response to music Begins to copy the ups and downs of speech (intonation) and the sounds of voices	

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	Unique Child	Small Steps	Observation Reference
 (8 to 20 months)	Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye.</i>)	Makes own sound, gesture or sign when talked to Makes sound for pleasure e.g. vocalises with tuneful voice in play	
	Uses pointing with eye gaze to make requests, and to share an interest	Looks in direction of sound or interest and changes body movement in response	
	Creates personal words as they begin to develop language	Joins in vocalisation Consistent use of sounds, words and gestures in meaningful and representative way	

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	Unique Child	Small Steps	Observation Reference
 <p>(16 to 26 months)</p>	<p>Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’</p> <p>Beginning to put two words together (e.g. ‘<i>want ball</i>’, ‘<i>more juice</i>’)</p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>)</p> <p>Beginning to ask simple questions Beginning to talk about people and things that are not present</p>	<p>Facial expression Body movements Sign</p> <p>Body movement/hand guiding Eye Gesture pointing and Sign Vocalisation</p> <p>Once the above small steps have all been achieved the children will have acquired the skills and abilities to achieve the remaining statements</p>	

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