

Progression in the development of Communication and Language.

As with all areas of the EYFS curriculum, children must demonstrate each area **independently** and **consistently** over a period of time, before they are judged to have achieved it.

Here are some examples of age-appropriate behaviour:

22-36 months:

Listening and attention

- I listen to stories when you make different noises or use different voices as you read to me.
- I can recognise sounds by finding or going to the thing or place.
- I join in with singing songs and rhymes.
- I stop what I am doing, look at you and listen to you when you say my name.

30-50 months:

Listening and attention

- When I like what they are talking about, I listen to my friends.
- I listen to the stories you tell me and I talk about them later.
- When you read me stories, I join in with my favourite bits, like "Who's been sleeping in my bed?" when we are reading Goldilocks and the Three Bears.
- I can join in with my favourite rhymes and stories with you and guess what will happen next.
- I stop what I am doing and listen when I hear you talk to me, or I hear the door bell ring.
- When you ask me to do something like "Come and put your coat on", I will do it if I am not really busy playing.

40-60 months:

Listening and attention

- When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening.
- I can listen to what you tell me you want me to do and then I can do it.

Early Learning Goal:

Listening and attention

Children listen attentively **in a range of situations**. They listen to stories, accurately **anticipating key events** and **respond** to what they hear **with relevant comments, questions or actions**.

They give their attention to what others say and respond appropriately, while engaged in another activity.

Ideas to support your child's listening and attention skills:

Two- to three-year-olds

- Notice what your child is interested in and encourage him to stay focused on things he enjoys doing.
- Try occasionally just having a few things out to play with so there is less to distract him.
- Sing nursery rhymes and encourage him to listen and join in with the words he knows.
- Make story reading into a 'performance' by using lots of different voices.
- At quiet times of the day listen together to the sounds you can hear around the house.
- Out on a walk listen together for the sounds of birds singing, dogs barking or the traffic roaring.
- Be a good role model by looking at your child when he's talking and listening to what he has to say.

Four- to five-year-olds

- Play guessing games that involve listening to and trying to name different sounds.
- When your child is busy doing something, try to make sure she is not interrupted.
- When you are doing 'messy activities' it is easier to focus on what you are doing if the table cover is a plain colour
- When reading stories your child knows well, encourage her to listen out for and say what comes next.
- Singing nursery rhymes and doing action songs together encourages listening and speaking.
- Encourage your child to make up their own words to describe different sounds they can hear.
- Listening to different types of music develops listening skills and can be very relaxing.