

Communication and Language

Listening and Attention

Birth - 11 months

- *Reacts in interaction with others by smiling, looking and moving*

V

V is sitting on the floor and playing with the musical instruments. An adult plays with the bead drum by tapping on it. V stops and watches her for a few seconds and then leans forward and grabs the instrument. V places the drum in front of her and taps it using both hands and looks at the adult. The adult says “tap, tap”. V gives a big smile and repeats the action again and again.

8 – 20 months

- *Moves whole bodies to sounds they enjoy, such as music or a regular beat*

M

M is sitting on the rocking horse unaided, holding the handles. An adult sings to him and he rocks back and forth. When the adult stops singing, he stops rocking.

16 – 26 months

- *Listens to and enjoys rhythmic patterns in rhymes and stories*

P

P gave me ‘*We’re going on a bear hunt*’ and said “*this is my favourite book*”. I read the book with her, she sat and listened beautifully, joining in with the repetitive phrase “*we have to go through it*”. She anticipated correctly what would happen next. We re-read it several times. P commented on how the characters felt on each page, and what she would do.

22- 36 months

- *Shows interest in play with sounds, songs and rhymes*

C

C goes to the outside music area and watches his friend beat the drum. He says “*too loud*”. C then beats the drum really lightly and says “*see!*”

30 -50 months

- ***Focusing attention – still listen or do, but can shift own attention***

A donai

Adonai is in the music area, he has taken lots of the instruments out of the shelves and is playing them on his own. He notices the adult observing and waves a tambourine towards them saying “*tambourine*”. He remembers that we use it at story groups and says “*story groups*”. Adonai then finds an instrument that he is unfamiliar with and shows the adult. The adult asks him how he thinks he would play it and Adonai takes a beater and starts rubbing it against the instrument quietly. Adonai then shakes some bells and maracas and continues to explore the different instruments, showing them to the adult each time. He enjoys experimenting with each instrument and stops playing whenever he wants adult input.

40 – 60+ months

- ***Maintains attention, concentrates and sits quietly during appropriate activity.***

X

X asked me to read her a story. I wanted to challenge her so I instructed her to listen to it without showing her any pictures and chose one she wasn't familiar with, 'Ugh eggs!'. I read the story to her involving many events and characters. Throughout, she offered comments such as '*the hedgehog didn't like eggs because his mum wants to eat eggs because I think he is allergic to eggs because his mum wants him to eat eggs so he can be strong and have energy!*' We discussed that if he was allergic, his mum would never give it to him as it would make him sick and X agreed that if she was allergic then her mummy wouldn't give her eggs because it would make her '*feel sick*'. At the end of the story, X could tell me most of what had happened. She recalled some of the ingredients used in the baking part of story and also some areas of where he hid the eggs using positional language. I asked X specific questions related to the story '*What was his aunts name?*' '*Don't know I don't remember*'. She wanted to hear the story again. After the second time of careful listening (she often repeated some of the words and sentences whilst I was reading) she appeared more confident to explain it. '*What happened in the story?*' '*He went to Aunt Nellies house and she made sandwiches with eggs. He gave some to the bird, he squashed one, and the he put one in his pocket and then behind the chair. Then she asked to make a cake she started the recipe with 2 spoons of powder, 1 flour, soft butter and some eggs 'ugh eggs!' Mixed it up and put it in the oven.*' X was going into a lot of detail of baking, including those not mentioned in the book. I prompted her to explain what happened next. '*He followed the smell and Pip went to his dad's house 'oh yummy cake!' The end*' she recalled, accurately and in detail. X was able to listen attentively with sustained concentration to the story. She showed good understanding as she was able to express her views about the events and answer some questions about why they happened.

- *ELG: Children listen attentively in a range of situations.*
- *ELG: They give their attention to what others say and respond appropriately.*
- *ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.*



X takes turns to play the Jack and the beanstalk game. With little adult prompting, he is able to play the game for the first time. On a second turn, he is able to play the game independently, listening to other children who explain the rules, which involve several instructions.



- **Two-channelled attention - can listen and do for short span.**

X and X are piling sand up high and patting it. X comments "It's a volcano." He uses an Edra stick and pushes it into the top saying "That's the hole at the top." As he pushes he notices that there are cracks forming on the outside. "See that crack, that's where the lava will come out, it will explode" then adds "If it touches people they will die." X says it's a house, so X compromises saying "It's half volcano and half house" He explains what he is doing: "We are making cracks because real volcanoes have cracks . . . The lava comes from underground you know...That's the lava". He pours some sand over the volcano. What is lava? I ask him "It's very hot stuff that comes out...A dragon lives in there, the nest is in the volcano. These are the rotten bones" he says pointing at a rake lying in the sand. "That's when the dragon eats the people." I ask him how he knows so much about volcanoes, he says "I don't know" so how can I find out some more? "I think the television." K comes over and joins adding more sand on top of the volcano. "This is my volcano" he tells K. "Shall I write your name on it?" She asks him. "Ok" he replies "How do you spell your name?" "X-X-X-X" he says and she writes it in the sand. X asks X "how did you make friends with XX?" He explains "I moved from my old house then I moved next door to X, then we came friends." "Oh so you live next door?" "Yes he is my neighbour." X uses a grabber to transfer more sand onto the volcano. Talking to X he says "When I grow I'm gonna be a special agent" what do special agents do?" They spy on people" "I know the king of them" "you know I seen him at number 5" "My name is X One".