

# Attention and Listening: Full Screening Tool

## Assessing Attention and Listening

Within the EYFS statutory guidance (2023) 'Listening and attention' makes up a third of the prime areas of Communication and Language. Listening and attention skills are vital for developing all of communication and language.

### Things to think about:

- Aim to make observations in the child's natural environment, following their interests and play.
- Carry out observations of the child with peers and with adults.
- If necessary set up a play situation using a child's interests such as teaset play or dinosaur play in order to make further observations.
- You should gather additional information from parents.
- You can build up this profile over a number of observations of play/ interactions.
- Consider the impact of background noise.

### What next?

Following your use of the Screening Tool you may have identified areas for concern. Where areas of difficulty have been identified you should refer to section 3 of the Toolkit in order to set outcomes and plan strategies to support the child. These should be documented using the SEND Plan and progress can be tracked accordingly. Provide feedback to parents on the child's strengths and areas for development.

## Attention and Listening Screener

Age	Descriptor	Achieved
1-2 years	<p>Moves whole body to sound they enjoy</p> <p>Concentrates on an activity of their own choosing for short periods of time</p> <p>Enjoys games like peek a boo and toys that make a noise</p> <p>Is interested in familiar objects and people that are right in front of them</p> <p>Listens to and enjoys rhythmic patterns and stories</p> <p>Demonstrates listening by trying to join in with actions or vocalisations</p>	<p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p>
2-3 years	<p>Enjoys simple ready steady go games</p> <p>Listens with interest to noises adults make when they read stories</p> <p>Recognises and responds to many familiar sounds e.g. turning to a knock on the door</p> <p>Shows interest in play with sounds, songs and rhymes</p> <p>Is able to focus on what is said directly to them</p> <p>Shows some interest in general conversation around them</p> <p>Stays in a group activity if supported by an adult</p> <p>Remains at an interesting activity for around 5 minutes</p>	<p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p>
3-4 years	<p>Beginning to listen with interest but easily distracted</p> <p>Listens to others 1:1 or in small groups when the conversation interests them for up to 10 minutes</p> <p>Listens to stories with increasing interest and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Is able to follow directions</p> <p>Concentrates for short periods of time on a range of activities</p>	<p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p>
4-5 years	<p>Two channelled attention – can listen and do for short periods of time</p> <p>By 5 years can concentrate for a short period on an adult chosen task</p> <p>Can concentrate for longer on a task of their own choosing</p>	<p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p>