

EAL Tool: Listening, Understanding and Speaking

Child's name:

D.O.B:

Home language(s):

Unique child: First/home language					
Stage/age					
1. (By 12 months)	2. (By 18 months)	3. (By 24 months)	4. (Up to 36 months)	5. (Up to 48 months)	6. (Up to 60 months)
<p>Recognises parent's voice. Turns towards familiar sounds. Stops and looks when they hear their own name. Begins to understand frequently used words such as 'all gone', 'no' and 'bye bye'. Communicates non-verbally. Gradually develops speech sounds.</p>	<p>Understanding of single words in context is developing e.g. 'cup', 'milk', 'daddy'. Understands more words than they can say. Progresses from using babble. Says isolated (single) words, phrases and/or gestures to communicate to those well known to them.</p>	<p>Understands simple instructions e.g. 'get mummy's shoes', 'put your bricks away', 'tell dad tea's ready'. Easily distracted by noises and by other people talking. Interested in music and singing. Beginning to use simple sentences (2/3 words). Uses up to 50 words.</p>	<p>Beginning to listen to talk with interest, however, easily distracted. Listens to talk addressed to self. Developing understanding of simple contexts including in/on/under/big/little. Understands simple 'who', 'what' and 'where' questions but not 'why' questions. Understands a simple story when supported by pictures/props. Uses a widening range of words to express or elaborate ideas. Uses up to 300 different words including descriptive language, space, function. May stutter/stammer when thinking what to say.</p>	<p>Understands more complex questions or instructions with two parts 'get your jumper on and stand by the door'. Now understands 'why' questions and is aware of more abstract ideas including time in relation to past, present and future. Enjoys listening to stories. Still finds it difficult to attend to more than one thing at a time. Link statements and sticks to main theme or intention. Consistently develops a story, explanation or line of questioning. Uses language for an increasing range of purposes. Confidently talks to people other than those who are well known to them. Able to remember and enjoys telling long stories or singing songs. Children using more complex sentences (4/5 words).</p>	<p>Understands instructions containing sequencing words 'first...', 'after...', 'last...'. Aware of more complex humour, laughs at jokes that are shared. Understands and enjoys rhyme. Able to follow a simple story without pictures. Attention is now more flexible – able to understand spoken instructions related to a task without stopping the activity to look at the speaker. Speaks clearly and audibly with confidence and shows awareness of the listener. E.g. by their use of conventions such as greetings, 'Please', 'Thank you'. Frequently asks the meaning of unknown words and uses them randomly. They develop their own narratives and explanations by connecting ideas or events.</p>

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<p><u>Developing communicator</u></p> <p>Able to follow simple instructions within familiar contexts. Able to follow simple prepositions. Responds non-verbally to simple questions. Children may explore sounds and babble. Echoes words with understanding that are matched to pictures/visual stimuli/contextes. Able to express self in English using one or more common words. Development of 'formulaic' language (chunks of social speech). E.g. "Mummy comes soon". This may include the child switching between one or more languages. Children will begin to use simple sentences to convey an idea. Shows growing competence in the use of English. Conveys meaning efficiently but may still use non-standard features. Beginning to sort out details e.g. he/she and use tenses appropriately.</p> <p><u>Skilled Communicator</u></p> <p>Growing command of the grammatical system of English and a range of sentence structures. Clarity is aided by clear intonation. Increasing control of tense system in particular contexts; storytelling, songs, rhymes etc. Speaks fluently and accurately about familiar topics/themes. A fluent user of English (for their age) in most social and learning contexts.</p>		
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