



Standards
& Testing
Agency

EYFS Profile exemplification Learning journey

Communication and language

ELG01 – 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.

Explanatory notes

The child listens actively while engaged in a variety of activities from which he or she is able to recall significant details. This includes stories and rhymes. When listening to suggestions or explanations, the child responds appropriately through actions or comments, predicting what might happen or by asking relevant questions. The child remains focused on an activity, can sustain a conversation with someone as they play and perseveres despite distractions showing consistently high levels of involvement.

September

Interactive whiteboard

During free-flow session time, M was drawing and mark making on the interactive whiteboard. E came and sat on a chair next to the whiteboard. E said "what are you doing?" M continued mark making and said "look, this makes a shape...a rectangle like a doorway...and I can make a big square...look like this!" E asked, "Can I have a go?" M said "hmm, Ok." M cleaned the board with the rubber and E began to mark make. M fetched a sand timer and said, "When this runs out it's my turn again!"

June

M was sitting in the book corner with J, looking at a book. A child from the next door class came into the book corner, pointed to the light switch and said "why is there a light switch there?". M looked up from the book, looked at where the child was pointing and said, "Because it's very dark inside the cupboard!"

October

Role play

Following children's interests, the role-play area had been set up as a doctor's surgery. During an earlier adult led session, a book about doctors and children had given ideas as to why they might go to visit a doctor, what they might see or do at a doctor's surgery. During this session, M had listened carefully as the book was read, and had given lots of ideas about doctors, from her own experiences. Later in the day she chose to play with two other children in the role play.

M said "I've got a poorly leg, but it's only a little bump!". H wrapped M's leg up with a bandage, and J checked her heart with a stethoscope!

LISTENING AND ATTENTION

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February

Writing area

Earlier in the week, "We're Going on a Bear Hunt" had been read and re-told during adult led activities. "Story map" frames had also been introduced and used during previous adult led teaching. Blank frames had been left in the writing area for children to use. M picked up a story map frame and said, "I'm going to make a story map. I need grass first..." She drew, and then said, "grass, g-r-a-s-s" as she wrote "grass along the first arrow. She continued drawing and talking to herself, until she had drawn pictures in each of the four boxes.

M: "hmmmm, water...I'm making water all around...hmmmm, the snowstorm... I did the snowstorm...now I need a bear cave!"



See attachment – M's Bear Hunt

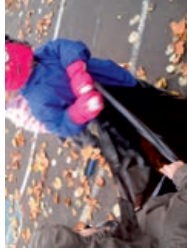
Story Map

February

During shared reading of "We're Going on a Bear Hunt", as the adult read "there's a cave...we can't go over it, we can't go under it, we'll have to go through it..." M put her hand up and said "there will be a bear in there!"

November

Over the weekend, all of the leaves had fallen from one of the trees. The children were helping me to sweep and collect the leaves into bin bags. M was helping to hold open a bag, and was watching other children sweeping. J said "look, M, we've made a shape with the bag!" M turned to look at the bag and said "Oh yes! We've made a triangle! That's funny!"



December

Outside – child initiated

During the morning session, the class had read "peace at Last" during an adult led shared reading session. M was with two other children outside. They laid the pieces from the balancing beam out to create a large rectangular shape. M said "I'm making a house...oh no! I can't stand this! We need to make a garden now..." She collected more pieces of the balancing beam and laid these out too. She collected two chairs and placed them inside the first rectangular shape. She said "this is my bed" and lay across the seats and closed her eyes.

December

Workshop – child initiated

M held up a model she had made and said, "I've made Baby Bear a rocket! When the glue's dry I will turn it upside down and these will be where the fire comes out!"

Earlier in the week, the class had read and re-told "Whatever Next!" during adult led activities.

November



M had selected black paper and chalks. She was mark making with orange chalk. As she was drawing, an adult asked, "can you tell me about what you are doing?" M continued to mark make and said "This is my firework picture...I went to my Nanni and Granddad's house. My Mummy and Daddy and J came too. We had some fireworks and a bonfire."