

DEVELOPMENT OF ATTENTION AND LISTENING

SCHOOLS

Age 3-4:

- ☐ Children need to give full attention (both looking and listening) to directions/instructions in order to be able to follow them.
- ☐ Children need to stop what they are doing to be able to listen.

Reception:

- ☐ Children can start to focus their attention without stopping what they are doing first.
- ☐ Children can give full attention for short periods of time.
- ☐ May still need re-directing to tasks e.g. distracted by things going on around them.

Year1-2:

- ☐ Children can focus their attention on a chosen activity for longer periods of time without being reminded (around 10-15 minutes).
- ☐ Can listen to information whilst carrying out another simple activity.
- ☐ Able to focus attention sufficiently to follow verbal classroom instructions.
- ☐ Can listen to a short story or conversation and answer simple questions.

Year 3-4:

- ☐ Children can focus their own attention on a chosen activity for over 15 minutes without being reminded by an adult.
- ☐ Can listen to information whilst carrying out another simple activity.
- ☐ Can listen to a short story or conversation and answer simple questions.

Year 5-6:

- ☐ Children can focus their own attention on one activity for longer periods of time without being reminded by an adult.
- ☐ Can listen to information whilst carrying out another simple activity.
- ☐ Can listen to a short story or conversation and answer simple questions.

Year 7-9:

- ☐ Children can focus their own attention on one activity without support to remain focused.
- ☐ Can maintain attention in the classroom, screening out some background noise.
- ☐ Can follow a conversation and follow who's talking in a group.
- ☐ Can follow a conversation or lesson without asking for frequent repetitions.
- ☐

Year 10+

- ☐ Children can focus their own attention on one activity without support to remain focused.
- ☐ Can focus their attention in the classroom, screening out some background noise.
- ☐ Can follow a conversation and follow who's talking in a group.
- ☐ Can follow a conversation or lesson without asking for frequent repetition.

Classroom strategies to support Attention and Listening:

- ❖ Make sure you look at the child you are speaking to.
- ❖ Ensure you have the child's attention before giving an instruction e.g. say the child's name first and wait for him/her to look or touch the table in front of the child; clap your hands to gain attention before speaking
- ❖ Minimise distracting background noise both inside and outside the classroom.
- ❖ Minimise visual distractions, especially behind the teacher.
- ❖ Try to keep children's desks free of clutter.