

ECAT: A Unique Child

Evaluating how you support the unique speech, language and communication skills of every child.

| Date: | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Early communicator: a child whose communication needs to be interpreted by adults, e.g. a baby who is crying because she is hungry. | | | | |
| Attentive communicator: a child who is using some gestures and some words to communicate, e.g. pointing and saying 'mummy gone'. | | | | |
| Developing communicator: a child who can communicate but finds it difficult to make sentences or pronounce some sounds in words. | | | | |
| Questioning communicator: a child who uses simple sentences to communicate and asks questions to find out more. | | | | |
| Skilled communicator: a child who communicates in the way that you would expect for his/her age (using words, using sentences, telling stories). | | | | |
| English as an Additional Language learner: a child who can communicate effectively in their own language but has not yet learnt English. | | | | |
| Reluctant communicator: a child who needs lots of encouragement to communicate or who is 'shy', but is otherwise a competent communicator. | | | | |

Place each of the children in your setting under one of these headings. Which children do you think you are supporting well in their speech and language development/ Which children are making good progress? Underline their names in red. Which children need more support than is currently provided? Underline their names in blue.

Record the date your assessment was made. Revisit this activity periodically e.g. quarterly, to record improvement in your practice and each child's progress.

EYFS Principle: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.