

# Up, up and away!



C CHILD  
I INCLUSION  
R RESEARCH INTO  
C CURRICULUM  
L LEARNING  
E EDUCATION

## Inclusive Learning and Collaborative Working



## Practitioners' and Carers' Ideas in Practice Early Years Resource – 0–5 years

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## **Introduction to the Resource**

### **This section contains:**

Aims of the resource

Background to the development of the resource

The CIRCLE Early Years Framework is central to understanding and using the resource. It has two components; stages of development and the literacy caterpillar.

# Section

# 1





# Introduction

## Introduction to *Up, up and away!* Resource

The CIRCLE Collaboration Early Years *Up, up and away!* resource was written for and by staff and carers who work with and look after children before they go to school. The focus is on children who may be at risk for poor achievement in language, literacy and learning; in early years settings, at school and in later life. The resource is designed to complement your own knowledge, skills and experience.

## What is the CIRCLE Collaboration©?

The CIRCLE Collaboration is an academic practice partnership between Queen Margaret University, NHS Lothian and the City of Edinburgh Council. CIRCLE combines research evidence with the best of practitioner and carer knowledge, skills and practice. It generates evidence based practical resources to support children and families and those who support them.

## How were the experiences of early years staff and carers gathered?

In preparation for the resource, focus groups and interviews were carried out with:

- \* staff in a range of early years settings (playgroups, child and family centres, private nursery and childcare settings, local authority nursery classes and nursery schools)
- \* groups of experienced foster carers, day carers and adoptive parents

Relevant literature and published evidence were reviewed. In the writing of the resource several drafts were published and feedback received from carers, colleagues in education, health, social services, higher education and voluntary sector contexts.

## What kind of child will benefit from this resource?

The main target group is children whose early experiences place them at risk of low achievement in literacy in early primary school, although all pre-school children would benefit from this resource.

## Staged support

When supporting a child's additional support needs the following staged approach should be used by staff:

- 1 The child's needs are met within the early years setting by the early years staff making small adjustments where needed.
- 2 The child's needs are met within the early years setting with additional advice and support from the member of staff acting as ASL coordinator. This may include using assessment tools from *Up, Up and Away* and putting in place interventions run by trained staff, eg talking time groups, play boxes etc.
- 3 The child's needs are met within the early years setting with support from partner services and agencies (eg psychological services, ASL services).

See the diagram at the start of Section 3 for more information about how to use *Up, Up and Away* in relation to the staged support.

# Aims

- 1** Support staff and carers to identify children who need literacy support as early as possible in order to prevent difficulties arising.
- 2** Provide tools to optimise literacy opportunity using the environment and adults around the child.
- 3** Provide tools to optimise literacy opportunity for the child using observations made in relation to challenges in literacy and learning.
- 4** Provide a comprehensive framework (The CIRCLE Early Years Framework) for profiling the child's stages of development, in relation to their environment, routines, motivation and skills.
- 5** Provide practical, stage-appropriate principles and strategies to meet literacy needs once they are identified.
- 6** Help staff and carers to engage with parents and share ideas for building the foundations to literacy.
- 7** Highlight and promote diversity in the children at all times.

These resources consider children with English as an additional language. Bilingual and minority ethnic parents may need linguistic and culturally sensitive support. It is essential to establish how best to communicate between home and early years settings. Encourage parents to do activities in their home language. They should not feel pressure to use English.



# Background

## How to use the resource

You can use the tools to look at need in an environmental context:

- \* the literacy richness of the EY environment **p11**
- \* the literacy richness of the home environment **p15**
- \* the reflective tool for enriching communication **p18**

You can plan to meet the needs of all children by using strategies to enhance the environment in two key areas:

- \* attachment and relationships **p20**
- \* vocabulary **p23**

You can use the resource to identify the needs of a specific child by:

- \* identifying risk and resilience factors **p31**
- \* making observations of the child **p33**
- \* identifying the child's stages **p37**
- \* using the strategy map **p40**
- \* assessing well being factors **p41**

Using information gathered above, you can then develop a plan to meet the child's needs using the following:

- \* literacy at each stage ideas **p49**
- \* introduction to strategies **p53**
- \* graded strategies **p55-81**
- \* engaging parents as partners **p87-92**

## What is literacy?

Early experiences lay essential foundations for future success in literacy. Literacy is *'the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.'* (Curriculum for Excellence, 2010, p1)

Literacy is commonly understood as the ability to read and write. However, listening and talking are also important literacy skills.

From birth to 5 years, literacy is viewed in its broadest sense, as children's early interactions and experiences lay the foundations step-by-step for future learning and success in literacy.

Aspects of the child's environment, routine, motivation and skills can support literacy learning at all stages of development.

From 5 years onwards primary schools take the lead in teaching literacy, but in the early years literacy is everybody's responsibility. All staff, parents and carers who spend time with a child can provide experiences which promote and enhance the foundations for literacy.

It is possible to detect children at risk of future difficulty with literacy, so we can be pro-active to prevent those difficulties arising.

## Why is literacy important?

Literacy is one of the cornerstones to success in life. Being able to read and write (and communicate successfully) is essential for engaging in education and in other areas of life (for example, in employment and personal relationships). A significant number of adults have very low levels of literacy and, without adequate literacy skills, are at higher risk of experiencing poor mental health, unemployment and involvement in crime.

## Why should we target children in early years settings?

By adopting a proactive approach to address literacy needs in the early years, we optimise opportunities during child development to form the essential foundations for lifetime learning. It is easier to address literacy problems during childhood than to try to do so later in life.

## What are the challenges?

Research has identified that children in certain environmental circumstances are at much greater risk of poor literacy skills. While in many cases we cannot change these situations, we can identify those who need additional support and provide this for them.

## How can literacy be targeted?

Research shows that engaging in targeted literacy play activities with children under 5 (even children with multiple risk factors) results in an improvement in their literacy. Interaction with a child can make all the difference. The *Up, up and away!* resource provides tools for assessment of both a child and the literacy environment, alongside strategies for supporting children and targeting literacy.

Information is provided on the foundations that children need to learn in the early years prior to acquiring formal literacy skills.

## Why is it important to think of stages rather than ages?

Many children do not follow the 'normal' course of development for a variety of reasons. Thinking of a child in relation to stage, rather than age, means:

- \* we think positively about how to help them progress
- \* we notice what they can do and what strategies suit them best rather than focusing on what they can't do
- \* we acknowledge the pace of individual children's learning
- \* our expectations are realistic
- \* we grade activities appropriately

Children go through these stages at their own pace. Opportunities for learning provided by people and their environment enhance progression through the stages.

# CIRCLE Early Years Framework

## The CIRCLE Early Years Framework

The CIRCLE Early Years Framework is the basis for these resources to build foundations for literacy in the early years.

Understanding the framework is central to using the *Up, up and away!* resources successfully.

The framework takes a holistic view of children and how to identify need and support learning and development.

The framework has two complementary components.

### 1 Stages of Development

Cuddlers and Babblers

Movers and Shakers

Social Butterflies

Young Explorers

### 2 The Literacy Caterpillar



The terminology for the names of the stages (Movers and Shakers, Social Butterflies and Young Explorers) has been used throughout this resource with the kind permission of zerothree, who originally coined the terms ([www.zerothree.org](http://www.zerothree.org))

### 1 Stages of Development

The resource defines stages of development to encourage users to provide children with the appropriate learning opportunities for them, regardless of their chronological age. These four stages are known as:

Cuddlers and Babblers



Social Butterflies



Movers and Shakers



Young Explorers



These four stages are described fully in the following two pages.

## Cuddlers and Babblers

At the Cuddlers and Babblers stage, children:

- \* are not yet mobile but they like to touch and mouth objects. They are interested in their surroundings.
- \* are not yet using words but they vocalise and babble and enjoy play, singing and interaction with carers.
- \* start to learn that things they can't see are still there and might enjoy dropping toys for you to pick up!
- \* like to be held and seek out interaction. They are very responsive to facial expressions and tone of voice.

## Movers and Shakers

At the Movers and Shakers stage, children:

- \* are on the move (crawling, walking, climbing). They are keen to explore their surroundings independently but lack awareness of safety.
- \* use some clear words. They may join in a word or a line in a favourite song and use gestures and words to say hello and bye bye.
- \* understand routine/familiar language and follow simple instructions. They enjoy posting objects into containers like shape sorters and like push button toys (cause and effect).
- \* are very aware of the location of their key caregiver. They may cry on separation. They begin to show an interest in other children but play in parallel, not together. Tantrums begin.

## Social Butterflies

At the Social Butterflies stage, children:

- \* are growing in confidence when moving about. They like to try new experiences (scooters, tricycles, slides, trampoline). Practice makes perfect!
- \* are starting to talk in longer sentences and understand some questions. They show their sense of humour and a cheeky side; their personality starts to shine.
- \* can concentrate for long spells on motivating activities, but at other times their attention span is short.
- \* show lots of interest in other children and begin to play cooperatively (chase, hide and seek, house corner play). They start to be fiercely independent and want to do things by themselves. Tantrums may still happen.

## Young Explorers

At the Young Explorers stage, children:

- \* can move freely and run, skip and hop competently. They are independent in feeding and can dress themselves, if clothes are laid out.
- \* have a wide vocabulary and love finding out more about the world. They ask lots of questions and understand well in conversations, adapting their language to different situations (eg different with strangers, teachers, parents).
- \* if they are bilingual, they may have a similar or larger vocabulary than their monolingual peers but since many of these words will be in a language other than English, their assessment in English may not reflect the full picture.
- \* start to recognise letters and can count to 10. They like to tell stories about their drawings. They can sit in circle time for 10–15 minutes and enjoy stories.
- \* have good friendships and enjoy imaginative play with friends. They are appropriately wary of new or strange environments or people.

## 2 The Literacy Caterpillar

The literacy caterpillar brings together four factors which support learning and development. These are **Environment**, **Routine**, **Motivation** and **Skills**. The literacy caterpillar is used throughout as a reminder of these four areas.

There are four skill areas described: these are motor, communication, thinking and relationship skills.

Many resources focus on skill development, however research tells us that skill is only one factor of success in learning. The framework introduces the importance of giving equal weight to environment, routine and motivation

The factors within the literacy caterpillar are described fully on the following pages, each with an example.



The terminology for the four factors (environment, routine, motivation and skills) has been used throughout. These terms come from the Model of Human Occupation (MOHO). See the following reference for further detail: Kielhofner G (2008) *A Model of Human Occupation: Theory and Application*, 4th Edition. Baltimore, MD: Lippincott, Williams & Wilkins.





The environment surrounds the child and enhances or inhibits participation in activities. This includes the physical space and resources (physical environment), as well as people (social environment).

**ENVIRONMENT:** Mary currently has a very happy home life with her foster parent but until last month had few opportunities to do things like use cutlery, hold a book or hear a song. So, although she is a bright 4 year old, her passive behaviour has to be understood in the context of her recent past and she needs to 'catch up' and experience play developmentally, with the right environment.



Motivation gives children incentives, enthusiasm and interest in engaging with people or activities. They are motivated by their own feelings, desires, self-esteem, confidence and the responses of others.

**MOTIVATION:** Gurmeet is prevented from learning in nursery by his fear of failure. He feels he will not be good at anything he tries. When staff ask him to do something he doesn't want to do, he lashes out. He needs support to be motivated to engage in play activities, to develop his skills and to experience the feeling of success.



Routines are events that happen in the same way with regularity. The start, middle and end of the routine and the language used become predictable through repetition. Daily routines help children to know and take part in what comes next, and social routines help them enjoy and interact with others.

**ROUTINE:** Jane has a very supportive Mum who tries to play with her but often the TV is on and they are very busy. Jane stays up late and sometimes does not come to nursery because she is too tired. She is falling behind her peers in her speech and language and she can't sit well for group story and song times. Jane needs a clear routine at home and nursery. Engaging parents is an effective way to support learning.



Skills are learned and acquired from birth. Skills are needed to participate successfully in all aspects of life. Four key skills are referred to in this resource: motor, communication, thinking and relationship skills.

**SKILLS:** Stuart loves story time. However he cannot sit still for long enough to hear a whole story. He does not understand instructions given to him or what he is meant to be doing. When painting, colouring or writing Stuart holds his pencil/paint brush in a fisted grip and his hand tires quickly. Stuart needs activities and support at the appropriate level to help him succeed and to help him learn new skills, step-by-step.

# Optimise the Environment

## Environment Evaluation Tools

**CIRCLE Literacy Rich Environment Tool** to evaluate and plan enrichment in the nursery setting

**Home Literacy Rich Environment Tool** to evaluate and plan enrichment in the home environment

**Reflective Tool for Enriching Communication** to evaluate and enrich supports for communication

## Environmental strategies for all children

Strategies for Future Relationships

Strategies for Building Vocabulary

# Section

# 2





# CIRCLE Literacy Rich Environment Tool

## Literacy Rich Environments

A child’s literacy experience can be enriched by the people and the physical environment around him/her. A literacy rich environment emphasises the importance of using materials and interactions which facilitate literacy opportunities in the areas of language (talking, listening, vocabulary); pre-writing skills (drawing, creative use of materials, writing); and emergent reading skills (use of books and stories, ideas, sounds, letters and words).

## Using the tool

- \* The CIRCLE Literacy Rich Environment Checklist can be used to help you consider strategies that are in place and possible areas for development.
- \* The tool can be completed either by one person or by a team.
- \* Environments can be individualised for each child. You are not expected to identify all of these areas as being in place in every setting.
- \* Support should incorporate independent and directed experiences.
- \* We recommend that up to three areas for development are chosen and a plan is made for when and how to put new approaches into place.
- \* Use the symbols below to represent your judgement about how well you fulfil each item in the tool.

Key: fill in the relevant shape	
In place and working well	★
Partially in place	✓
An area for development	+

## Scoring and interpreting results

- \* Complete the tool.
- \* Decide which aspects of the environment are in place and working well, partially in place or an area for development.

## Making a plan

- \* A plan can be used to summarise discussion within your team about future steps to be taken.
- \* Think about things people want to change and how much work will be involved in the change.
- \* Try to set achievable and realistic goals.
- \* Consider the potential barriers and how you might address them.
- \* Don’t change too much at once – you may choose one big thing like revamping the whole story corner or setting up and making story sacks.
- \* Alternatively, it may make more sense for your setting to select a few smaller things which are changed easily.
- \* Change can be challenging and it will be important to build in strategies for maintaining and building on positive changes. For example, write down: How will all staff know about the plan? How will you all be reminded to work on the plan? How will you know when the change is in place and if it’s working? How will you celebrate your success?
- \* Identify who in your setting will make changes and who you may need to enlist for support from partner agencies, for training, resources or information.
- \* Identify a time to review progress.

## Literacy Rich Environment Tool

<b>A Selection of 'books' and stories</b>	★	✓	+
Is there an inviting dedicated book area/corner, with a range of colours and sizes of books, and space for sitting?			
Do the books match the interests and stages of development of the children, from simple to more complex words and pictures?			
Is there a wide range of books available to children (not just in a book corner)?			
Are there story manipulatives available (felt board and characters/puppets/props/symbols)?			
Are books sent home for bilingual children, before or after reading them in the early years setting?			

<b>B Environmental print</b>	★	✓	+
Are there signs/labels with pictures around the room in the early years setting? (eg labelling areas)			
Is there a variety of writing on display? (eg hand written, printed, other languages, Braille, child's writing)			
Is children's artwork/writing displayed?			
Is there an attractive alphabet frieze visible at child height?			
Is written descriptive language visible? (eg of child's picture; or a written description of a photo of an event)			
Are tools for reading and writing available for use in play and routines?			
Is there a calendar and timetable that children can engage with daily?			

<b>C Encouraging writing</b>	★	✓	+
Is there a variety of appropriate materials available for writing and drawing?			
Do adults scribe children's ideas and stories for them?			
Are children involved in writing for a purpose? (eg making written props like shopping lists, letters home, cards, menus)			
Are there examples of writing in scripts relevant to the children?			
Is at least one area set up to be used for drawing and writing?			
Is writing and drawing encouraged across learning? (eg tools to make menus in the house corner, brushes with water outside)			
Can children play with the alphabet? (eg hiding letters in sand/jelly, letter cookie cutters or stamps, puzzles)			
Is there a place where children know they can find their name to copy or to stick on a picture they have created?			
Is there a multi-sensory approach to learning to write?			

<b>D Planning and reflection</b>	★	✓	+
Do staff observe and reflect on children's use of the book corner? Do staff plan actions based on this ?			
Is there a shared understanding of children's progression in acquiring language and literacy skills? Are next steps for literacy shared with all staff and parents?			
Is story time planned in advance and books selected with a clear aim?			
Are children encouraged to make book choices for story groups, or share their own stories?			

<b>E Adult support to participate in literacy</b>	★	✓	+
Do adults talk about the letter sounds as well as letter names?			
Do adults tell/make up stories about their own life experiences?			
Do adults refer to concepts of print? (eg pointing out the right way up to hold the book, the author, title, start, end etc)			
Is there more than one story group, to accommodate different needs?			
Do you invite specialist storytellers or take children to story telling sessions in the library?			
Do you invite parents/older children regularly to do dual language storytelling to all children, or home language story-telling to small groups?			
Are children encouraged to take an active role in story group time in a group setting?			

<b>G Listening and talking</b>	★	✓	+
Are children encouraged to talk and share experiences and do staff use children's own experiences and interests to promote communication, conversation and expression?			
Do staff listen attentively to children to extend their learning and encourage children to participate in dialogue?			
Are children encouraged to explore events and characters in stories and other texts and to share their learning imaginatively?			

<b>F Frequency of literacy experience</b>	★	✓	+
Are children invited to share books/stories several times daily?			
Are there opportunities for 1:1 and small group stories, song and rhyme times as well as whole group activities?			
Are there lots of opportunities to hear, sing and discuss rhymes in relevant other languages?			
Do words have a relevant photo or picture beside them?			
Are there opportunities for families to borrow books/ props/mark-making materials? Are Top 10 Key Factors for Bedtime Stories in place in the setting?			
Are there spontaneous opportunities to enjoy jingles, word play, jokes and singing rhymes?			
Do staff read and refer to the print which is displayed?			
On outings do adults point out environmental print?			
Are book-gifting opportunities supported by activities in the nursery with families? Do Book Bug sessions take place in the setting (Early Years Centre)?			
Are children taken on visits to the library?			

<b>H Phonological awareness</b>	★	✓	+
Do staff promote opportunities for children to enjoy the rhyming components of songs and rhymes?			
Are children given opportunities to listen and respond to the sounds and rhythms of words through clapping and music games?			
Are children given opportunities to use sounds and letters of the alphabet? (eg My name begins with ... I spy with my little eye ...)			

## CIRCLE Literacy Rich Environment Plan

<b>You could make a plan below by writing down which areas to target based on the summary.</b>	
Date:	Areas to target
Environment considered:	
Date for review:	
Write down aspects of the literacy environment that are in place and work well	
Write down aspects of the literacy environment that could be better.	
Select one thing you would like to change and write down the steps that are needed to make progress: who will do what by when.	Thing to change
	Who will be involved
	Resources/training needed
What we will do to create successful change: When will change be done by:	





# Home Literacy Rich Environment Tool

## Guidance on using the tool

This tool will help early years staff and parents/carers to explore the home literacy environment. Use this tool either as part of a discussion with parents or by inviting them to complete it on their own and bring it back to discuss. For each question select and mark the statement that best describes the home literacy environment (key in box at bottom right of this page).

Parents and carers play an important part in helping children to read and write. Language and literacy skills develop from birth when parents and carers love and care for children and play with them. Explain to parents that it is important for their child's learning that s/he is encouraged at home to:

- \* enjoy books and stories
- \* talk together, sing songs and play with rhymes
- \* draw and write

Some items in the tool include choices; in this case underline the one which applies (eg at least 10/20/50 books). Explain that doing these things at home may not always come easily, but support will be available through their child's early years setting and others who know their child and family. At different stages from 0–5 years, children have different needs. You may find that some items do not apply to the child at present. Please consider family's needs as you use the tool.

## Completing the Home Literacy Rich Environment Summary

When you have completed the tool together you should discuss areas of strength and areas for development. Transfer this information to the Home Literacy Rich Environment Plan and in consultation with the parents/carers decide what to do next.

## Offering support

Approximately 20% of adults in Britain have difficulty with literacy. They lack confidence in some situations and may struggle with reading and writing. Many adults are reluctant to admit to their literacy difficulties and ask for help. Parents or carers may need support and encouragement with the process of finding and joining a class. You can find out about support in your area and encourage parents/carers who would like to seek help.

Further advice and information is available: call the Learn Direct national helpline on 0800 101901 to ask about literacy courses, or visit the Learn Direct website.

Home Literacy Rich Environment Key:	
Things that you do regularly	★
Things that you do sometimes	✓
Things to develop with help	+

## Home Literacy Environment Tool

<b>Child's name:</b>		<b>Date:</b>		<b>Completed by:</b>	
----------------------	--	--------------	--	----------------------	--

<b>A At home your child has access to ...</b>	★	✓	+
pencils/crayons/pens and paper readily available for drawing and writing			
a place available for drawing and writing			
at least 10/20/50 books			
different types of books (eg pictures, lift the flap, rhyming stories)			
at least one rhyme book			
materials and toys to help explain the alphabet and letter sounds (eg magnetic letters)			
words around at home (eg name on bedroom door, name on packed lunch, fridge magnets)			
certain times of the day when s/he expects a story			

<b>B Parents/carers as readers. You ...</b>	★	✓	+
enjoy looking at books/ebooks, magazines yourself			
read books and newspapers in English/ home language			
read at home every day			
regularly share/look at books with your child			
enjoy sharing books with your child			
expect your child to try hard and do well at school			
support and encourage your child to learn new things			

<b>C At home, you or another adult ...</b>	★	✓	+
spend special time sitting and looking at books together with your child every day			
explain new words to your child nearly every day			
have talking time with your child daily (in any language)			
help your child learn nursery rhymes and songs			
take him/her to the library or bookshop			
model complete sentences for your child when they ask for things			
are seen by your child reading and writing			
sing songs and nursery rhymes together			
consider how much screen time your child is having, balance this with other activities			

<b>D At home, you encourage your child to ....</b>	★	✓	+
love books and stories			
sing and learn rhymes about the alphabet and numbers			
encourage your child to make marks and draw			
play with the sounds that letters make (eg SSSSS for sun)			
understand and learn new vocabulary (words) through stories			
enjoy outings and look around at new things			
play table top games (board games and pairs)			
talk about their experiences and stories			





## Home Literacy Rich Environment Plan

Child's name:		Date:		Completed by:	
---------------	--	-------	--	---------------	--

**You could make a plan below by writing down which things you do well, and things you would like to do to improve your child's literacy learning, with help:**

Date:

Child's name:

Date for review:

Things that I do very well:

Things that I would like to improve:

What I will do to improve the home literacy environment:



## Reflective Tool for Enriching Communication

Information from routine pre-school health reviews suggest that the development of speech and communication skills is one of the most common areas of delay for young children. A delay in this area can impact significantly on a child's development of literacy skills in the future. This tool has been developed by NHS Lothian Speech and Language Therapists to help staff support children's communication skills. You could also use this tool with parents to help them consider strategies they could try at home. Use this tool to:

- \* reflect on your own practice
- \* identify what is already going well
- \* highlight further strategies that would improve and support communication

### Using this tool

This tool can be completed individually or by a group of staff. For each statement consider whether this is a strategy that is in place and working well, partially in place or an area to develop. Tick this in the relevant box for each statement. Then complete the final box to describe which strategies you will introduce or aim to apply more frequently .

Key: mark the box that matches the statement	
In place and working well	★
Partially in place	✓
An area for development	+

### Other strategies for supporting communication skills

- \* Watch this online clip and try out the useful tips that you can put into practice every day as a support to all children in your setting.  
<http://youtu.be/joqVklInnPoY>

- \* Look at and apply some of the strategies from the 'vocabulary' section of this resource.
- \* For individual children, use the stages tool to identify specific strategies for developing their communication skills.
- \* Consider introducing visual labels into your environment.

## Reflective Tool for Enriching Communication

In place and working well	★	Partially in place	✓	An area for development	+
---------------------------	---	--------------------	---	-------------------------	---

Do you ...	★	✓	+	Next steps
Allow the child to choose the toy; build on their interests.				
Get face-to-face, at child's level: * you can pick up on all the child's communication * the child can see and hear your models of language				
Wait expectantly. Allow time for child to take a turn. They may: * initiate communication * respond				
Comment on what you see happening in the child's play using simple phrases.				
Use the same language each time within familiar routines. * 'ready, steady ... go' * 'coat on, shoes on'				
Create opportunities for child to communicate, eg avoid anticipating the child's needs: wait – they may ask for help.				
Support communication with visual cues. * natural gestures or signalong * photos and visual labels/symbols				
Strategies that we will now try				

# Strategies for Future Relationships

## What is attachment?

Attachment is a special kind of bond formed between a child and their primary caregiver. This bond affects how children explore early relationships and form an understanding of themselves, others and the world.

If the caregiver is affectionate, consistent and in tune with the child's needs, a secure attachment is likely to form. When the adult and child respond to each other, a reciprocal relationship develops.

## Why is secure attachment important? It . . .

- \* helps the child feel safe, secure and confident in the world
- \* encourages the child to explore, play and learn
- \* helps the child to learn to manage and express his/her emotions appropriately
- \* provides the foundation for successfully managing any stressful or difficult situation and seeking adult support appropriately
- \* facilitates positive relationships with others in the future
- \* reduces the risk of mental health concerns

Children who have experienced significant unmet needs in their early years are likely to experience impairments which might affect aspects of their development.

## The future

The quality of the child's early relationships forms patterns for the future. It is therefore essential that when caring for children within an early years setting, attachment is a key consideration. You can make a positive difference and can support parents and carers to recognise and meet the needs of their child.

## Attachment enhancing strategies

As early years staff and carers, you can help by:

- \* giving attention
- \* helping the child with feelings
- \* helping the child to find ways to control impulses and relax
- \* encouraging empathy
- \* enhancing a sense of safety
- \* helping the child to connect to their physical experience of emotion
- \* letting them know you're thinking of them when you aren't with them

## Attachment enhancing strategies



### Give attention

- \* Listen and spend 1:1 time with the child; give them your full attention by engaging in eye contact and using appropriate gestures.
- \* Really tune into the child's non-verbal communication.
- \* Validate the child's feelings so they feel understood (eg 'I can see you are proud of that picture').
- \* Create nurture time (eg special time, hugs and snuggles, child-led play).

### Help the child with feelings

- \* Create time and space to think about feelings.
- \* Label feelings for the child so they feel understood (eg 'You're angry because it's not your turn').
- \* Talk about or draw feelings, use pictures of feelings/expressions.
- \* Recreate elements of the attachment process in a stage/age appropriate way, eg copying.
- \* Introduce stories which explore feelings (eg 'Teddy is sad because he has no-one to play with').

### Help the child to find ways to control impulses and relax

- \* Try a range of relaxing activities and see what works for the child.
- \* Model routines for relaxation.
- \* Do not expect a child to explain their actions. Instead provide clear understanding of what happened, clear feedback and consequences.
- \* Allow the child time to calm down. You could try rubbing their back or allowing them to bounce a ball.

## Attachment enhancing strategies



### Encourage empathy

- \* Use emotional stories which illustrate typical situations and associated feelings (eg feeling worried, introducing a new sibling).
- \* Provide descriptive praise when the child recognises the feelings of others.
- \* Comment on the feelings of characters in stories.
- \* Give child quiet time to reflect/relax.
- \* Show you are attuned to and acknowledge child's feelings.

### Enhance a sense of safety

- \* Use a quiet and calm voice.
- \* Provide reassurance and follow through on what you say.
- \* Recognise when the child is seeking proximity in relation to anxiety.
- \* Create routines and provide predictable responses.
- \* Use a transitional object: a toy or object which provides the child with comfort/security.
- \* Help children to learn the concept of time: today, tomorrow, next year.
- \* Calm and relaxed body language.

### Help the child to connect to their physical experience of emotion

- \* Provide activities which stimulate the senses.
- \* Help the child recognise and name physical sensations of stress arousal (eg 'Your heart is beating fast because you are worried').
- \* Make links between the sensations the child experiences in a stressful situation and their behaviour (eg 'Because you were worried you threw that toy' or 'You hit John, I wonder if you felt frustrated').

# Strategies for Building Vocabulary

## Why is vocabulary so important?

The number of words a child knows by age 5 has a big impact on their future literacy. Skilled staff can help prevent or close a vocabulary gap.

## What is the vocabulary gap?

- \* At age 3 children learn between 1 and 4 new root words every day. (A root word has a simple meaning, eg red. From this we can derive many more words: redder, reddest, reddish etc.). But we know that there can be big disparities already at this age. Disadvantaged groups studied had around half the vocabulary of more advantaged children.
- \* By age 5 children typically have between 2300 and 4700 root words
- \* The effects of vocabulary experience are cumulative: children with a large vocabulary are better placed to quickly understand and learn new words and the opposite is true when children have a small vocabulary. Thus, without intervention, there is a strong chance of the gap increasing over time.

## What factors affect children's word learning?

- \* Adults play a crucial role in teaching children new words every day, through explaining new words and encouraging children to ask about unknown words, in fun time together.
- \* Children's own vocabulary skills affect their learning (aspects such as the size of their working memory, the ease of remembering sounds in words and the ease of constructing 'meanings' from instructions).
- \* Children's pre-existing vocabulary.
- \* To learn a word, children must learn its form (the combination of sounds in that word) and its meaning. Meanings develop from an initial simple or common meaning and over time children learn more complex and fuller meanings of words.

- \* In a bilingual child, the number of words known may be spread across their languages, so they may present with a lower vocabulary if only English is measured.

## How should you teach new words?

- \* New words (form and meaning) are learned when adults use an unfamiliar word, and the meaning is in some way explained to the child while the child is attending to the word form.
- \* Words are best understood when they arise and are explained in real situations and experiences (in books, or from play, outings and experiences).
- \* Words need to be used several times to become internalised. Repetition leads to learning.
- \* Children under 5 do not always learn easily through inference (making a guess based on what they see and hear) so more explicit teaching of words, in real contexts, helps them to do this.





## Key ways to support vocabulary and explain meaning

- \* Indicate or highlight objects and/or actions whilst naming them.
- \* Say words when you notice the child is focused on an object/action.
- \* Label new objects when giving them to the child.
- \* Explain meanings to the child (eg 'A lemon is yellow and an orange is orange, lemons are smaller than oranges, both are citrus fruits').
- \* Respond when they talk and especially when they ask for meanings (eg 'What's that?' 'It's a ball. We can throw the ball ...').
- \* Respond at the right level; as they grow older children will ask in more complicated ways (eg 'What does smartest mean?').
- \* Add information to a known meaning (eg 'What's that?' 'It's a ball – this one is hard and hurts if it hits you but this one is softer').
- \* Give the child an opportunity to try to use the words in a variety of settings (stories, play, chat, routines) and then revisit words again.
- \* For bilingual children who may already have the word meaning and form in another language, using words in natural contexts supports learning.
- \* Suggest and discuss things rather than giving orders to children.
- \* Use a variety of words (eg nouns – ball, book, verbs – run, walk, adjectives – big, messy).
- \* Provide repetition of the same word at different times and in different contexts.

Books and stories are a brilliant way to teach vocabulary and time spent sharing books with children will enrich their abilities in many ways. The context is provided in pictures, lots of repetition of the same words will occur and you can focus your time and attention on talking, looking and listening together.

### Let the child choose

- \* Let them explore: at first they may want to chew, bash or build towers with the books.
- \* Use books that are at the child's stage.
- \* Let them have fun!
- \* Look at pages in the order they want to.
- \* Copy each others' words and noises as you read.
- \* Let the child have a turn: prompt the child to 'read' the story back to you or to join in reading together.
- \* Let them repeat: read each book many times if the child wants to.
- \* Encourage but don't force children to repeat key words.

### Grab their attention

- \* Make sure the child's attention is on the book as you read, and adapt if they lose interest.
- \* Emphasise certain words to help the child notice them by using your voice or actions with words.
- \* Talk about words shown in pictures; give words for what you see.
- \* Enjoy and focus on rhyming.
- \* Explain some useful words on most readings of the book, (eg 'He's searching for his Mum, that means he is looking for her').

### Repetition helps

- \* Let children hear a story twice (at least). More words are learned, more completely, when books are read several times.
- \* You can pick up to 5 different words to focus on during each reading. Then repeat using the same words.
- \* Words or phrases used many times in a story are more likely to be learned.
- \* Use books with repetitive words and phrases.
- \* Hearing words repeated in regular, meaningful contexts is particularly important for bilingual children.

### Make your language count

- \* Comment on what the child looks at (don't just read the words or just ask them questions). If you keep saying 'what's that?' without adding comments too, the child will repeat that question but not the words he needs!
- \* Use comments or add more words, eg point out parts of pictures.
- \* Focus on a variety of word types (not just nouns; use verbs, adjectives etc too).

### Question well

- \* Ask different types of questions, eg closed: 'Who's that, what's he doing?', open: 'What can you see? What might happen next?'
- \* Ask questions about words to help the child learn even more.



# Optimise Opportunity for the Child

## Child Evaluation Tools

### Summary of child evaluation tools in this resource

The **Risk and Resilience Tool** helps you to recognise children who may be at risk of poor literacy and the reasons why.

The **Observation Tool** details different observation methods and gives the means to record these.

The **Identify Stages Tool** allows the identification of the child's stage in learning, creating a unique profile to allow planning to meet the child's need for support.

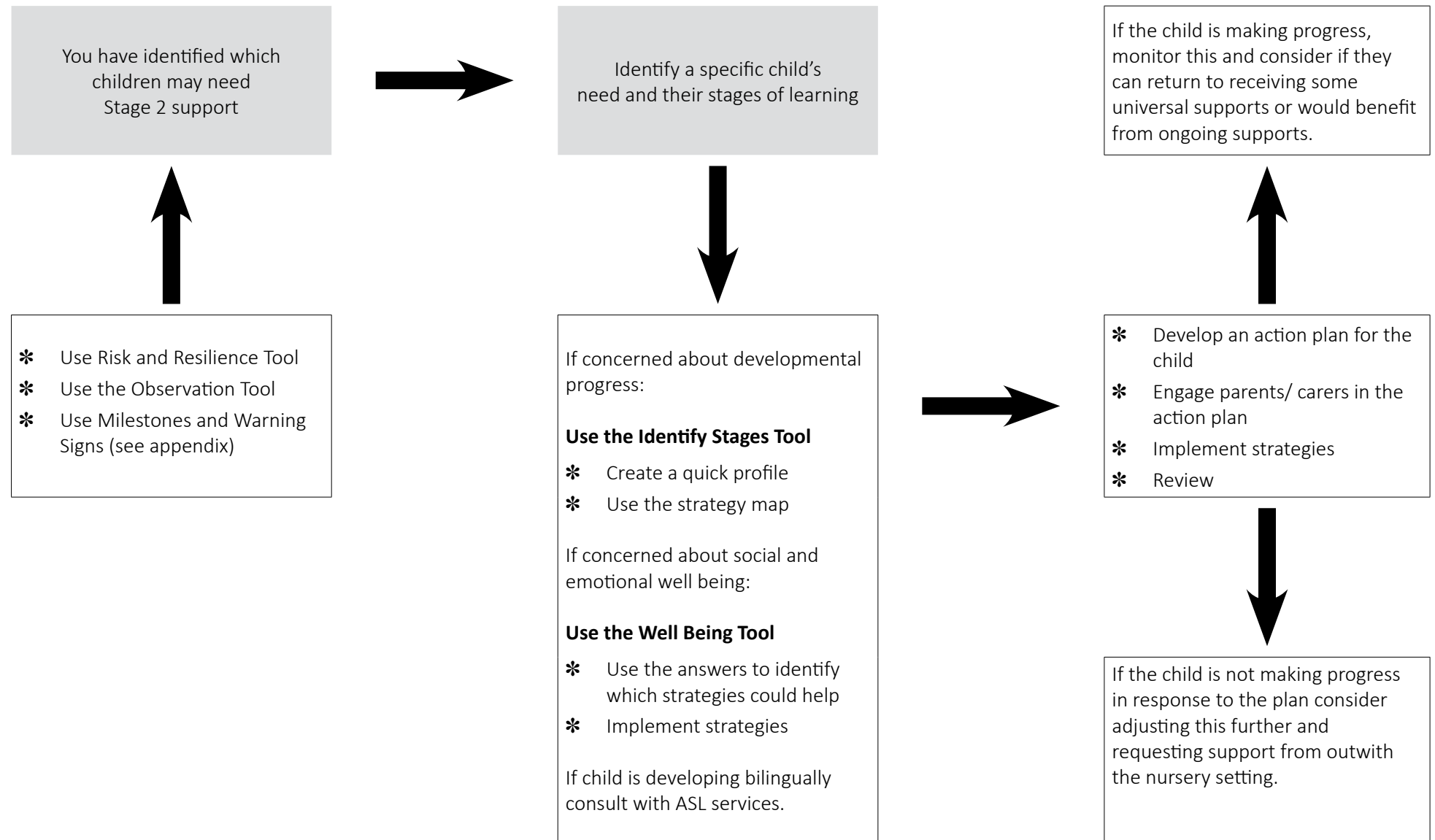
The **Well Being Tool** provides a means of considering what factors do or do not support positive behaviour and well being.

# Section

# 3



## Summary of Child Evaluation Tools – Stage 2 support



You could photocopy this page and mark it to show actions you have taken



# Risk and Resilience Tool

A literacy based risk and resilience tool is outlined on the next page. This is based on the risk and resilience tool from the Getting it Right for Every Child national practice model (Scottish Government, 2012). It defines 4 domains: vulnerability and resilience (internal) and adversity and protective environments (external). Observation of risk and resilience factors helps us, more specifically, to identify children at risk of failure with literacy. Factors in the child's environment, motivation, routines and skills affect opportunities for learning. You may want to use this tool to help in writing an assessment of need or in discussion with health visiting colleagues.

## What is risk?

Risk factors increase the probability of failure with literacy: the greater the number and severity of risk factors, the greater the probability.

## What is resilience?

Resilience factors are protective and lead to children overcoming adverse experiences. There is an interaction between risk factors and resilience factors. Children with more resilience factors may be less affected by risk.

## Why consider risk and resilience?

- \* If we heighten awareness of risk and resilience, we can be proactive in preventing risks and giving support to children within early years settings and at home.
- \* A good understanding of risk and resilience factors can help us plan support strategies and encourages a holistic approach to intervention.
- \* It may not be possible to change some of the risk factors in a child's life but this should not prevent the child from receiving your support.
- \* It is possible to promote and build upon resilience in all children.

- \* Within an area of social deprivation all children may be at risk of being within the lowest achieving learners in relation to literacy. Consider the factors affecting children in your care.

## Steps to take

- \* The tool highlights risk and resilience factors affecting literacy development which were identified by nursery staff and carers/foster parents. These are supported by research and are mapped together with the practice model opposite.
- \* Use the tool and reflective questions to weigh up the level of risk for the child and to decide actions you will take.
- \* If there is a high level of risk factors and concerns regarding behaviour, you are advised to consult the Well Being Tool.
- \* If there is a high level of risk factors and the child is failing to achieve his/her developmental milestones, (see Appendix for milestones) you are advised to use the stages tool.
- \* If there are behavioural and developmental concerns you may want to use both tools.
- \* When considering risk factors it is important to refer children to social work directly with any child protection concerns, whether these are noticeably impacting on their development or not.



## Risk and Resilience Tool

Child's name:	Date:	Completed by:
---------------	-------	---------------

Risk Factors	Child (Resilience Factors)	Resilience Factors
<b>Environment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reduced opportunity to develop through play and interaction</li> <li><input type="checkbox"/> High family stress factors (mental health, substance abuse etc)</li> <li><input type="checkbox"/> Family needs support to offer consistent and positive parenting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Achieving developmental milestones</li> <li><input type="checkbox"/> Positive relationships with peers</li> <li><input type="checkbox"/> Making progress in early years setting</li> <li><input type="checkbox"/> Secure attachment with a key adult</li> <li><input type="checkbox"/> Age appropriate communication skills in English or home language</li> <li><input type="checkbox"/> Good self-esteem</li> </ul>	<b>Environment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supportive network</li> <li><input type="checkbox"/> Positive relationships and role models</li> <li><input type="checkbox"/> Appropriate housing and standard of living</li> </ul>
<b>Routine</b> <p>Family needs support to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give clear boundaries and expectations</li> <li><input type="checkbox"/> Adapt to child's needs</li> <li><input type="checkbox"/> Provide regular, predictable routines</li> </ul>	<div style="text-align: center;"> <p><b>Adversity</b> Life events or circumstances posing a threat to healthy development</p> <p><b>Resilience</b> Characteristics that enhance normal development under difficult conditions</p> <p><b>Vulnerability</b> Characteristics of the child, family circle and wider community which might threaten or challenge healthy development</p> <p><b>Protective environment</b> Factors in the child's environment acting as buffers to the negative effects of adverse experience</p> </div>	<b>Routine</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Regular attendance at early years and child care setting</li> <li><input type="checkbox"/> Clear and consistent boundaries and expectations</li> <li><input type="checkbox"/> Predictability within daily and social routines</li> </ul>
<b>Motivation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family level of literacy skills</li> <li><input type="checkbox"/> Variable/poor nursery attendance</li> <li><input type="checkbox"/> Family have difficulty asking for support</li> <li><input type="checkbox"/> Family has difficulty attending appointments or meetings</li> </ul>	<b>Child (Risk Factors)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poor self-confidence</li> <li><input type="checkbox"/> Delays in achieving developmental milestones</li> <li><input type="checkbox"/> Has difficulty regulating their emotions</li> <li><input type="checkbox"/> Has difficulty following adult instructions</li> <li><input type="checkbox"/> Has difficulty following rules and routines</li> <li><input type="checkbox"/> Has difficulty expressing themselves (communication and emotions)</li> </ul>	<b>Motivation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Child communicates and engages with others</li> <li><input type="checkbox"/> Family are actively involved in supporting their child's development</li> <li><input type="checkbox"/> Family seek out opportunities for the child that match their interests</li> </ul>

## Reflective questions

- \* Considering the risk and resilience factors that have been listed in this section, do you consider the child to be at risk in relation to his/her literacy development and learning?
- \* What risk factors do you identify in relation to the environment, routine, motivation and skills?
- \* Which have the biggest impact on the child's development at present?
- \* Which of these can you influence and how?
- \* What changes can you make to reduce the impact of these risk factors on the child?
- \* Do you need to highlight and share concerns further, within your team and supporting services?
- \* What resilience factors do you identify in relation to the environment, routine, motivation and skills?
- \* How could the team around the child build resilience through interaction and the supporting environment?



# Observation

Observing children in real play contexts is an essential part of assessment of their learning needs and achievements. Staff and carers who know a particular child well and see him/her regularly are best placed to observe that child in a focused manner.

Making good observations, recording them and then using that information for planning are all skills that need to be taught and improved through practice.

The background and context to each observation is important and should be noted, eg 'John's mum arrived late with him today, he had no breakfast and was reported to have gone to bed at midnight', or 'The early years setting has been re-organised and this is the first time John has seen the sandpit at this side of the room'.

All staff should develop skills in observation and recording. You may wish to use the questions below to think about observation in your setting.

## Questions for reflection about observation:

- \* What is observation and who does observation in this setting?
- \* Are staff confident in their skills or would any staff benefit from more training, support and practice in this area?
- \* How often are observations carried out?
- \* What kinds of observations are made?
- \* Do people have training and practice in methods of observation?
- \* Why do you carry out observations of children?
- \* What methods do you use to record what children do and say?
- \* How do you interpret the observations and how do you use the information you gather? Are staff clear what is fact and what is their summation/interpretation?
- \* How would the parent/carers feel if they were to read it? Is the language clear and factual?



## Observation

### Short spontaneous and informal observations

All staff can use notepads to record interesting or important observations about:

- What the child does or says
- What the child does well or finds hard
- What s/he seems to like and enjoy or dislike and avoid
- Special moments (eg 'Jane ate a grape for the first time ever today!')

### Focused observation

Spend 5–10 minute bursts of time observing one child intently in different contexts

Write down in detail what s/he does and says, the context and the reactions of others as it is happening

Note who s/he is with and whether the activity is self-selected or directed

Try not to make judgements (eg NOT 'John is annoying the other children' BUT 'John makes a loud noise and jumps up and down in house corner beside Fred and Jane. F and J look annoyed and say, "stop it"')

Having a structure in mind around what you are observing, and why, can help you to select the important aspects to write down

You may have your own structure or use observation tool in this section

### Key activity observation

Observe one or more children in a specific activity, eg at the water table for the duration of the activity or for a set time, like 10–15 minutes

Note positive and challenging things the children say and do, how long they play and the way in which they play, talk and engage with the activity

Note whether they know what to expect and if they understand the rules for each activity

### Selective observation

You may wish to gather more information about one aspect of the child (eg their motivation)

You might create multiple opportunities to observe this in a short space of time by presenting the child with situations/toys/approaches (eg you could place 3 items of food/3 toys on a tray and see what the child selects first. You can do this with a wide range of food/toys within a short space of time)

You may also enlist others in gathering information about this one aspect (parents or colleagues, or even the child in question, or other children)

You may wish to observe a skill such as communication and write down all that they say in an activity, but not comment on other things that they do

If you do focus on communication, make sure you write down exactly what they say, using their words. This will help monitor progress



## Following observation

- \* Ensure your notes are objective and state what you see and hear not your opinion.
- \* Share information with the team (eg staff, carers, parents).
- \* Make judgements about what the observations mean for the child in terms of next steps and support.

## Peer observation

Staff seeking to improve their practice can ask a colleague to watch them as a critical friend and make notes on points agreed. This provides a non-threatening opportunity for objective assessment. Points raised in subsequent discussion become ideas for improvement.

**Further information on this and other aspects of observation can be found at:**

- \* <http://www.ltscotland.org.uk/glossary/p/peerobservation.asp>
- \* Lindon, J (2010). *Understanding Child Development* (2nd ed). Hodder Education, London

## Observation tool

You may use the following structure to record your observations.

- \* Select the type of observation, eg key activity observation.
- \* Note any context (eg the activity, whether it is adult or child-led, who is present, the child's mood prior to observation).
- \* Decide if you wish to record all you see or only specific areas (eg the child's reaction to and preferences in the environment, their motivation, understanding and participation in routines or specific skills).
- \* You may plan to observe: Control of Movement; Language and Communication; Relationships; Thinking Skills, or you may wish to pick a more specific skill, such as how often the child initiates play with peers.
- \* You may wish to make observations about milestones or warning signs (see appendices).



# CIRCLE Observation Tool

<b>Use this form to summarise the notes you make during the observation</b>	
Type of observation:	Context:
Child's name:	Date and length of time:
Observer:	Reason for observation:
<b>Write in the boxes below what you plan to observe</b>	<b>Observations: what did you see and hear?</b>





# Identify Stages Tool

## Identify stages tool

This tool can be used to identify the child's stages across different areas. The profile you make directs you to appropriate strategies in Planning to Meet the Need.

The tool is designed to be used quickly as a guide to lead to practical strategies and is not an exhaustive list.

There are 4 stages of learning profiled:

- \* Cuddlers and Babblers
- \* Movers and Shakers
- \* Social Butterflies
- \* Young Explorers

Children may have different progression and needs across :

- \* Environment
- \* Routine
- \* Motivation
- \* Skills

## Using the tool

The tool can be completed by one person or in discussion with your team. Consider your observations and knowledge about the child. If you are unsure about how to answer, make further observations and ask others.

Mark the box with a 'Y' for yes if the child has achieved, passed or is secure in the area described. (Most older children will have achieved cuddlers and babblers stage, so these boxes are likely to be 'Y')

Mark the box 'N' for no if the child is not yet demonstrating the skill.

There may not be 'Y' in all the boxes for one stage.

In the skills section the letters (M, C, T, R) indicate which type of skill is described:

- \* Motor **(M)**
- \* Communication **(C)**
- \* Thinking **(T)**
- \* Relationships **(R)**

## Create a profile

When you have marked all descriptions on the stages tool, transfer the information to the 'stages profile'.

Shade portions of the boxes to show where you have put a 'Y'

- \* For example, in the environment row, if you had one Y in cuddlers and babblers shade 1/4 of the box, 2 Ys in movers and shakers shade 2/3 box and 3 Ys in social butterflies shade 3/4 box.
- \* You will find the most relevant strategies for environment for this child in young explorers stage but check the stages for partially shaded boxes too (cuddlers and babblers, movers and shakers).
- \* For each question in the skill area (M,C, T, R) there is one box on the profile form. Use your answers to complete this vertically.

Circle the page numbers on the strategy map where boxes are blank or partially shaded. This will direct you to the strategy pages which most suit the child's profile.

## Identify stages tool

Child's name:		Date:		Completed by:	
---------------	--	-------	--	---------------	--

Mark 'Y' if child is at or past the stage, Mark 'N' if they have not yet achieved it

What stage is the child at in their ENVIRONMENT?



### Cuddlers and Babblers

The child

is beginning to explore and hold large objects	
accesses environment through the use of supports, eg high chair, buggy	
can interact with the environment with adult support and encouragement	
communicates distress through crying, comforted by holding, soothing	

### Movers and Shakers

The child

is beginning to explore environment independently but needs adult support to stay safe, eg stair gate, socket covers, choking hazards	
is learning early independence and self-help skills (eg self-feeding)	
explores surroundings but lacks awareness of safety/danger and needs a high level of supervision	

### Social Butterflies

The child

can explore environment independently	
can recognise some risks (oven is hot); may be unaware of own limitations	
is becoming accommodating of other children	
participates in small structured groups for a short time	

### Young Explorers

The child

has a sense of safety, makes judgement in new situations about risk, appropriately wary of new/strange environments or people	
understands rules and expectations in familiar environments	
chooses to play with other children for extended periods	
adapts language to different situations (eg strangers, teacher, parent)	

What stage is the child at in their ROUTINE?



### Cuddlers and Babblers

The child

is learning routines with a high level of adult support	
can participate in a routine using non-verbal signals (eg smiles, kicks feet)	
elicits adult support (usually through crying) when wet, hungry, tired etc	

### Movers and Shakers

The child

takes a turn in familiar routines and learns what comes next (eg knows that when in pyjamas, next step of bedtime routine is coming)	
can initiate simple social routines (like peek-a-boo) when given the opportunity	
uses gestures and words in routines (eg to say hello and bye)	

### Social Butterflies

The child

can anticipate routines and take a lead in familiar routines	
engages in two-way participation in routines (eg row your boat; dressing)	
is beginning to assert their likes and dislikes in some daily routines and seeking to be independent in them (eg brushing teeth at bedtime)	

### Young Explorers

The child

can wait during turn-taking routines	
understands the start and finish of routines and expectation (eg sits down when circle time is signalled)	
is independent in some daily routines (eg feeding him/herself and can dress if clothes are laid out)	

## Identify stages tool Mark 'Y' if child is at or past the stage, 'N' if they have not yet achieved it

### What stage is the child at in their MOTIVATION?



#### Cuddlers and Babblers The child

can express emotion through actions	
is motivated by seeing/hearing the responses of others	
is motivated by sensory experiences (feelings in their mouth, light and firm touch, feelings of comfort/discomfort)	

#### Movers and Shakers The child

expresses some emotions/needs/desires through tantrums	
is motivated to respond to others, and particularly to imitate them	
is motivated by adult's predictable response, positive praise (hug, smile, well done) and bright, noisy, action toys and cause and effect play	

#### Social Butterflies The child

can be fiercely independent and often wants to do things by him/herself (eg tantrums may still happen)	
shows lots of interest in other children and likes to please adults	
is motivated by specific praise (eg 'You walked really well to the park today!') and tangible rewards (eg the food/toy requested, stickers)	

#### Young Explorers The child

explains why they like/dislike things and how they are feeling	
is motivated by incentives when doing something hard and can wait for delayed rewards (eg 'Finish the puzzle and then we'll have a snack')	
is motivated by using their imagination (eg telling stories about their drawings)	

### What stage is the child at in their SKILLS ?



#### Cuddlers and Babblers The child

can reach out to grasp objects and place them in his/her mouth, needs support to sit (M)	
can vocalise/babble but not yet using words (C)	
starts to learn that things he/she can't see are still there (T)	
is learning that their sounds and actions cause an adult response (R)	

#### Movers and Shakers The child

is on the move (crawling, walking) and can push buttons and pick up objects with a pincer grip (M)	
uses some clear words; not all speech is clear, joins in favourite songs (C)	
understands familiar, routine language and follows simple instructions (eg 'bring your shoes') (T)	
is very aware of location of caregiver and often cries on separation (R)	

#### Social Butterflies The child

moves with confidence and manipulates objects with control (eg scribbles with crayons, lifts food with a spoon) (M)	
talks in longer sentences and can understand some questions (C)	
concentrates alone for short periods when doing activities they enjoy (T)	
plays cooperatively with other children at times (R)	

#### Young Explorers The child

moves freely/competently; runs, skips and hops. Cuts paper with scissors, picks up a pencil and copies a circle (M)	
has a wide vocabulary and loves finding out more about the world. Asks lots of questions and understands well in conversations with others (C)	
is starting to recognise letters and numbers, starting to count in home language (T)	
has some friendships and enjoys imaginative play with friends (R)	

ENVIRONMENT →				
ROUTINE →				
MOTIVATION →				
SKILLS <b>M (motor)</b> ↓				
SKILLS <b>C (communication)</b> ↓				
SKILLS <b>T (thinking)</b> ↓				
SKILLS <b>R (relationships)</b> ↓				
	<b>Cuddlers and Babblers</b>	<b>Movers and Shakers</b>	<b>Social Butterflies</b>	<b>Young Explorers</b>

The purpose of making a child's profile of stages is to guide you to the relevant pages of the 'Planning to Meet the Needs' section which provides useful strategies for this stage and area of learning. A guide to the pages for each stage is given below.

ENVIRONMENT	p55	p62	p69	p76
ROUTINE	p56	p63	p70	p77
MOTIVATION	p57	p64	p71	p78
SKILLS <b>M (motor)</b>	p58	p65	p72	p79
SKILLS <b>C (communication)</b>	p59	p66	p73	p80
SKILLS <b>T (thinking)</b>	p60	p67	p74	p81
SKILLS <b>R (relationships)</b>	p61	p68	p75	p82
	<b>Cuddlers and Babblers</b>	<b>Movers and Shakers</b>	<b>Social Butterflies</b>	<b>Young Explorers</b>

# Well Being Tool

## Why is it important to consider well being?

Early years staff and carers who work with children under 5 told us that difficulties in social and emotional regulation can be one of the main obstacles to children participating in activities. Social, emotional and behavioural development is one of the main areas of developmental difficulty for some children.

Children may need support to learn positive ways of expressing themselves and responding. Therefore staff and carers need to be confident about observing, analysing and understanding well being and behaviour, so that they can promote positive well being and interactions with others.

## Underlying principles of behaviour

- \* Each child and each situation is unique and there is no straightforward answer for how to promote cooperation, positive participation and relationships.
- \* The underlying reasons for the behaviour you are concerned about are not always immediately apparent. Developmentally young and even older children can't explain why they did something.
- \* It is helpful to develop skills in observing and analysing situations to look for things that work well and support children, or which are making a situation more difficult for them.
- \* Behaviour can support or challenge learning. It is simply what you see (eg not following instructions).
- \* Understanding the possible reasons for a particular behaviour, what purpose it serves and the factors that lead to the child repeating or changing the behaviour can help you to identify appropriate strategies.
- \* Behaviour is a form of communication. It signals when things are going well but can indicate support needs.

## Using the well being tool

Answer the general questions on the next page. If these do not explain the behaviour, use the following guidance to complete the rest of the tool:

- \* Photocopy the page so one can be used for home and another for your setting. Write which environment is being considered next to 'context'.
- \* When completing home page it is helpful to discuss with parents and make them aware that some parts may not apply to home.
- \* Observe the child over time in a range of contexts and complete the tool in consultation with parents. It is not uncommon for children to present differently at home and in the early years setting, so maintain an open mind in these discussions.
- \* Decide for each statement about Environment, Routine, Motivation and Skills if they support emotional well being Consistently (4), Often (3) Sometimes (2) or Never (1).
- \* Shade the appropriate box for each statement on the well being tool.
- \* Look at the information for 'home' and 'early years setting' together. Consider what you have learned about supportive factors and areas to work on. The profile and plan should highlight which strategies could be helpful.
- \* Reflect together on the supportive factors you will build on and what you could plan to change. For example it may be clear that motivation is the main area to work on in which case you can plan for strategies that will increase the child's motivation.
- \* Complete the full plan, try out your ideas and review.

## Well being tool

<b>Child's name:</b>		<b>Date:</b>		<b>Completed by:</b>	
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### General questions (also check Developmental Warning Signs in the appendix)

Is the child healthy and pain free? (Do they eat a range of healthy foods? Do they drink enough fluids? Any sensitivities to noise, smell or touch?)
Can the child see and hear well? (When were these last checked? What were the results?)
Is the child well rested? (What is their sleeping pattern/routine at home and in the early years setting?)
Are their toileting needs met? (eg nappy clean, possible effects of constipation or other discomfort checked)
What things are going well for this child (home and EY setting)?
What are the concerns? Is there a pattern/time/trigger when these concerns arise (home and EY setting)? How do you know? Is there anything you need to gather more information about?





## Well being tool

Child's name:		Date:		Completed by:		Home or EY setting:	
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Shade the box that shows whether this is available at home or in the early years setting and/or how well it supports this particular child.

Key:	Consistently – 4	Often – 3	Sometimes – 2	Never – 1
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PHYSICAL ENVIRONMENT factors that support child's well being	4	3	2	1
Suitable toys and equipment are available and used by this child				
Environment takes account of child's culture and is accessible				
Sensory elements of the physical environment have been considered (temperature, noise, tactile, smell, visual)				
Space is arranged to include quiet and noisy areas and offer ease of movement for the child				
Different spaces are assigned for different kinds of activity (eg cosy area for stories and singing) and clearly labelled				

SOCIAL ENVIRONMENT factors that support child's well being	4	3	2	1
Adult expectations and boundaries are clear and consistently applied				
Child's successes are recognised, acknowledged and celebrated				
Adults support child in naming their emotions in the moment				
Child is supported and encouraged to ask for/seek help when they need it				
Adults give time to play alongside the child and let them lead the play				
Adults facilitate child's play with other children and help them learn appropriate social skills through play (eg turn taking)				

DAILY AND SOCIAL ROUTINES that support child's well being	4	3	2	1
Regular daily and social routines are in place and fit child's developmental stage, eg transitions				
Following appropriate adult support the child can demonstrate independence with key routines (visuals used to support if necessary)				
Child is prepared in advance and supported when routines change				
Adults communicate clear and realistic expectations with respect to rules and routines				
There is a clear sequence of activities through the day and child has been supported to understand these everyday transitions if needed (eg use of visuals)				

Key:	Consistently – 4	Often – 3	Sometimes – 2	Never – 1
<b>Aspects of MOTIVATION that support child's well being</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Activities include child's interests (even if unique)				
Activities include right balance of familiarity as well as novelty and variety				
Child is offered choice and encouraged to actively participate in choosing				
Child is offered meaningful praise and reward for their efforts				
Child stays engaged in an activity and is able to complete it				
Child engages in a range of different activities through the day				

<b>Aspects of child's SKILLS that support child's well being</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Child is able to communicate their needs and be understood <b>(C)</b>				
Child understands and follows instructions <b>(C)</b>				
Child is able to recognise and name some of their feelings (happy, sad, angry) <b>(R)</b>				
Child is able to ask for/seek help/comfort when they need it <b>(R)</b>				
Child is aware of others feelings and responds appropriately to these <b>(R)</b>				
Child is able to organise themselves and their belongings (eg put coat on peg) <b>(T)</b>				
Child understands rules and expectations of nursery or home <b>(C &amp; T)</b>				
Child is able to initiate interactions with peers or siblings <b>(R)</b>				
Child is able to take turns in their interactions with peers or siblings <b>(R)</b>				
Child is able to sit as part of small group at song or story time <b>(R &amp; T)</b>				
Child is able to sustain focus on play activity for a reasonable period <b>(T)</b>				

**C – Communication**

**R – Relationships**

**T – Thinking**



## Well Being Tool: Reflect on findings

It may be useful to reflect on the information gathered, as a team.

### Consider the general questions

- \* Will your plan include targets to support general health and wellbeing?
- \* Consider with the team around the child how this could be addressed successfully.

### Consider responses in the well being tool

#### Are there obvious things to target?

- \* In completing the tool you may already have a sense of things which you would like to change or encourage.

#### Is there a pattern emerging?

- \* You may see a pattern, where one aspect of the literacy caterpillar clearly explains many challenges. In this instance you can look at the strategy map and look for useful ideas.
- \* There may be no clear pattern but some aspects which do or do not support behaviour will be clearer.

#### Are some factors having a bigger impact than others?

- \* The items are not graded, so one area of challenge in one child may have the same impact as several areas highlighted for another.

#### How clear is the information you have gathered?

- \* Questions which are answered Consistently or Never – give clear information about the child.
- \* In other questions you may have answered Often or Inconsistently

## When you answer Often or Sometimes, ask the following

- \* What leads the child to be different at different times?
- \* Does the child's general health and well being make the difference?
- \* Is the child emerging in their skill but needs to generalise learning?
- \* Do different adults support the child in different ways?
- \* Are there some activities or environments which affect the child?
- \* How can you change the ones the child finds harder, by using supportive factors?

## Summarise what we have learned about the child

- \* What supportive aspects do we use well? How will we use them more?
- \* What factors do not support the child at this time? How will we change the physical and social environment, daily and social routines, motivation or skills?
- \* How will we share the information and planning with the team around the child inside and outwith your setting?
- \* How does all the information fit together? (Consider also tools you've used together, eg risk and resilience, observation and well being.)
- \* Is there anything we need to explore further? For example patterns of behaviour, further training for staff or supports for parents.
- \* What further adaptations will you now make to the environment, routines or motivating factors for the child? For example creation of a safe space where they can self-regulate, using visual supports to help them learn a routine, finding ways to immediately reward desired behaviours so their frequency increases.
- \* Consider Warning Signs appendix.
- \* Do you need to seek further advice from partners, eg Educational Psychologist, Health or Social Work.

## Supporting Well Being Profile and Plan

<b>Child's name:</b>	<b>Date:</b>	<b>People involved in plan:</b>
Main goal(s) of plan (phrase in terms of positive behaviours or skills you want to see)		
<b>Well Being Tool area</b> (consider home and EY setting)	<b>Supports that are working</b>	<b>Next steps to support well being</b> (consider home and EY setting)
Consider the child's general wellbeing (discuss with health visitor)		
Consider the physical environment (refer to principles and strategies from environment sections)  <b>p55, 62, 69, 76</b>		
Consider the social environment (refer to attachment enhancing strategies)  <b>p55, 62, 69, 76</b>		
Consider the routines present (refer to principles and strategies from routine section)  <b>p53, 63, 70, 77</b>		
Consider motivation (refer to principles and strategies from motivation section)  <b>p57, 64, 71, 78</b>		
Consider the child's skills (refer to communication, thinking and relationship strategies)  <b>p59, 60, 61, 66, 67, 68, 73, 74, 75, 80, 81, 82</b>		
<b>Anyone else who should be involved?</b>		<b>Review date:</b>



## Planning to Meet Children's Needs

**This section contains:**

Strategies within each stage of development

**Strategies in relation to the Literacy Caterpillar:**

Environment

Routine

Motivation

Skills

# Section

# 4





# Strategies Within Each Stage of Development

## Cuddlers and Babblers

- \* can listen to your voice and intonation when you read and sing
- \* can see in focus and track movement with their eyes
- \* might like strong contrasts like black and white books but also can see colour

## And later ...

- \* can hold books and put them to their mouths
- \* like looking at colourful pictures and photos
- \* can vocalise and touch/pat books
- \* may like looking at board, cloth or bath books while sitting on your knee

## Strategies for this stage

### Book ideas

Cloth books  
Board books  
Touch and feel  
Bright photographs  
Limited or no text

### Song ideas

Twinkle twinkle little star  
Round and round the garden  
Row row row your boat  
Incy wincy spider

### Play together

Bubbles  
Balloons  
Mirrors  
Blankets; peek a boo

### Toys to explore

Toys to hold and share  
Toys to chew and suck  
Toys with light and sound  
Reach and pull toys



## Movers and Shakers

- \* can hold a book and turn pages (sometimes a few at a time!)
- \* can point at pictures in a book and might be starting to say some words (eg quack, doggy, ball)
- \* can bring books to an adult to share
- \* might not be able to listen to a story but like to make noises and hear you say words as you share a book



## And later ...

- \* can hold books the right way up
- \* can point when you ask a simple question, eg 'Where's the dog?'
- \* can join in with words, singing, noises and actions
- \* may like lifting flaps and pushing buttons in noisy books
- \* can scribble using a crayon
- \* might like to be in charge of the book and the page turning

## Strategies for this stage

### Book ideas

Lift the flap books  
Noisy books  
Books with repetition (eg The Very Hungry Caterpillar)  
Books with rhyme/rhythm (eg The Owl and the Pussycat)

### Song ideas

Miss Polly had a dolly  
Sleeping bunnies  
Ring a ring a roses  
Baa baa black sheep

### Play together

Puppets  
Roll a ball between adult and child to resemble going away and coming back  
Bounce on your knee  
Swing in a blanket

### Toys to explore

Toys that look like real objects (eg pots and pans)  
Push toys (eg walker)  
Toys that involve shapes and numbers (eg shape sorters)  
Toys that make noise (eg musical instruments)

## Social Butterflies

- \* can use paper pages and 'read' to themselves
- \* have favourite books (and want to read them over and over again) and seek out favourite pictures in books
- \* can recite parts of books or even whole books
- \* make comments and ask simple questions 'eg What's that?'
- \* like books with flaps to lift, noisy books and also books that rhyme or with predictable phrases in them
- \* might still prefer 1:1 story time but will start to be able to listen with a group of 2 or 3 other children with the right books and props



## And later ...

- \* can listen to longer stories (although might still be wriggly!)
- \* still enjoy pictures and objects while listening in a small group
- \* can retell familiar stories and give simple explanations of 'what's happening?' in the story
- \* might pretend to read to other children in play
- \* can draw lines up and down, side to side, zig zags and curves

## Strategies for this stage

### Book ideas

Short stories (eg The Tiger Who Came to Tea)  
 Repetition (eg Hairy Maclary from Donaldson's Dairy)  
 Books about people (eg We're Going On a Bear Hunt)  
 Anticipation (eg Q Pootle 5)

### Song ideas

1, 2, 3, 4, 5 once I caught a fish alive  
 Round and round the mulberry bush  
 Old MacDonald  
 Wheels on the bus

### Play together

Large piece jigsaws  
 Watering plants  
 Skittles  
 Baking  
 Polishing and dusting

### Toys to explore

Pretend toys (eg Playmobil)  
 Sensory toys (eg water and sand)  
 Construction toys (eg Duplo)  
 Imitative play (eg cars and trains)



## Young Explorers

- \* can understand what words are and might make first attempts to 'write' their names and some other simple words
- \* enjoy rhymes and songs and know many that they can join in with
- \* can make forms that resemble letters and familiar shapes, such as circles, triangles and squares
- \* might recognise some letters and whole words (eg their name)



## And later ...

- \* can recognise some letters and words
- \* love being read to and can listen within a larger group
- \* can make up rhymes and clap out the number of syllables in a word
- \* can make up their own imaginative stories for others to transcribe and illustrate their ideas with drawings

## Strategies for this stage

### Book ideas

More text and longer stories (eg The Gruffalo)  
Detailed pictures  
More detail within context (eg Percy the Park Keeper)  
Introduce relationships and emotions (eg Goodnight Moon)

### Song ideas

Jack and Jill  
If you're happy and you know it ...  
Head, shoulders, knees and toes  
This old man ...

### Play together

Board games and cards (eg snakes and ladders, snap and pairs)  
Hide and seek  
Ball games  
Rough and tumble

### Toys to explore

Toys that involve fine motor control (Lego, K'Nex)  
Make believe toys (dolls, dressing up)  
Outdoor play (bikes, tricycles, scooters, balls, climbing frame)

# Introduction to Strategies

## Using the 'Identify Stages Tool' to plan to meet the need

If you have used the Identify Stages Tool you will have a unique profile for a child, like the one below:

ENVIRONMENT →				
ROUTINE →				
MOTIVATION →				
SKILLS M ↓				
SKILLS C ↓				
SKILLS T ↓				
SKILLS R ↓				
	<b>Cuddlers and Babblers</b>	<b>Movers and Shakers</b>	<b>Social Butterflies</b>	<b>Young Explorers</b>

## Using the Well Being Tool

If you have used the Well Being Tool you will have identified aspects of the literacy caterpillar (environment, routine, motivation, skills) which support positive behaviour and relationships. You may also have identified patterns and things to follow up.

### Example 1: From the Identify Stages Tool

If the child is at a cuddlers and babblers stage for relationships skills.

Look at the strategy map, which tells you to go to p61.

### Example 2: From the Well Being Tool

If motivation is identified as a factor which you need to develop to support positive behaviour, then consider strategies across stages for motivation.

Look at the strategy map, which tells you to go to pages 57, 64, 71 and 78. You can map to the individual skills using the skill pages.

## Strategies are presented at two levels

- \* **Principles** specific to the literacy caterpillar (environment, motivation, routine and skills) and stage.
- \* **Detailed practical strategies**, presented as bullet points next to the principles, specific to the literacy caterpillar and stage.

Blank bubble sheets have been provided at the end of the strategy section. These allow you to record your own plan or to create a plan for home .

You can use the same strategies when using parent postcards (see Section 5).

## Value of play

Play and interaction are key in the development of children. All strategies are of a playful nature and promote the foundation of literacy and learning.

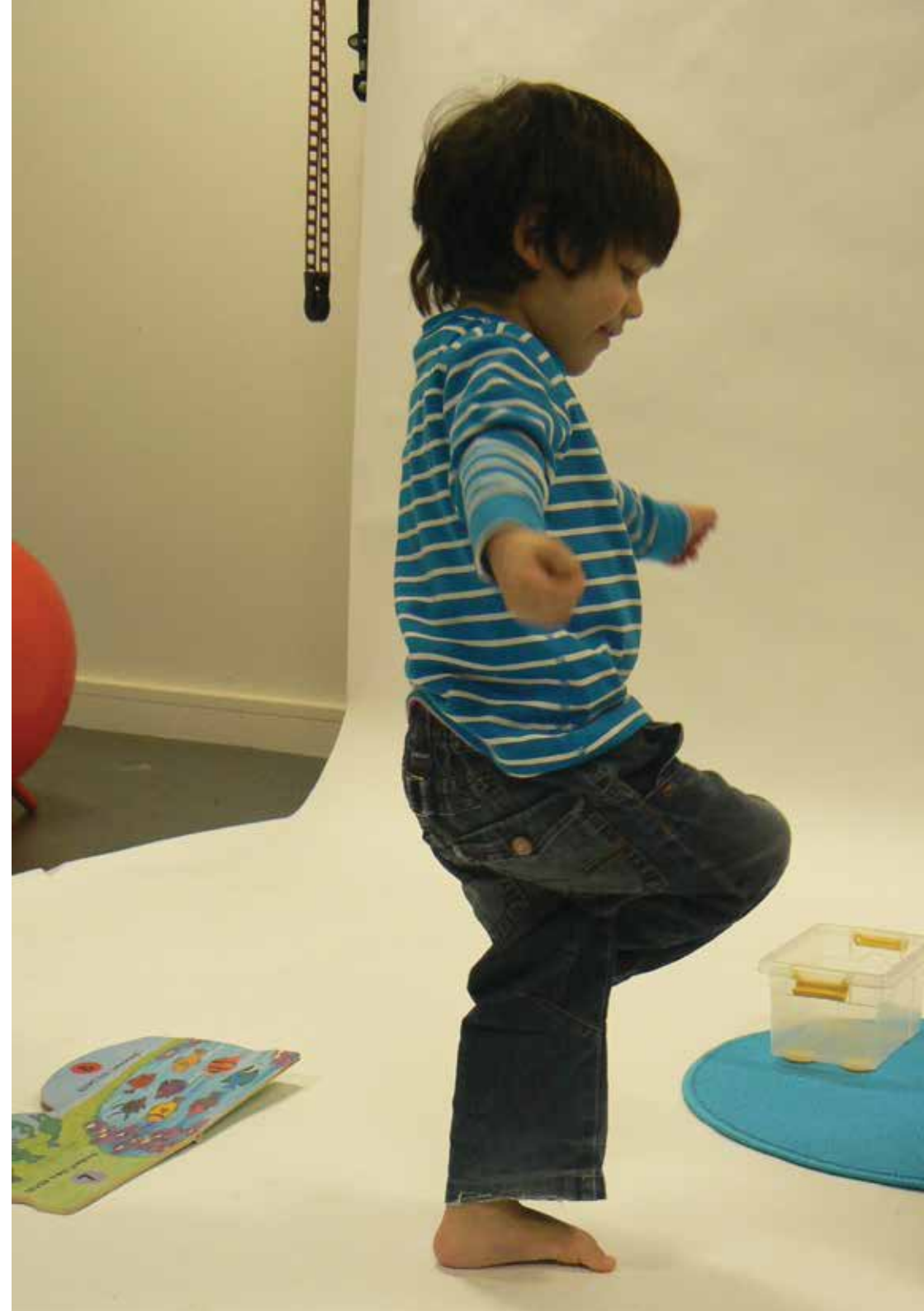
## Planning to meet the need

Identifying the child's strengths and needs will help you plan activities and support at the right level.

The strategy map below shows the page numbers that provide the appropriate strategies, based on the child's stage and literacy caterpillar. As an example, the page numbers shown in bold below correspond to the child's profile shown on the previous page and would direct you to appropriate strategies for them.

### Strategy map

ENVIRONMENT	p55	p62	<b>p69</b>	<b>p76</b>
ROUTINE	p56	<b>p63</b>	<b>p70</b>	<b>p77</b>
MOTIVATION	p57	<b>p64</b>	<b>p71</b>	<b>p78</b>
SKILLS <b>M</b>	p58	p65	<b>p72</b>	<b>p79</b>
SKILLS <b>C</b>	<b>p59</b>	<b>p66</b>	<b>p73</b>	<b>p80</b>
SKILLS <b>T</b>	p60	<b>p67</b>	<b>p74</b>	<b>p81</b>
SKILLS <b>R</b>	p61	p68	<b>p75</b>	<b>p82</b>
	<b>Cuddlers and Babblers</b>	<b>Movers and Shakers</b>	<b>Social Butterflies</b>	<b>Young Explorers</b>





# Strategies in Relation to Environment, Routine, Motivation and Skills

## Cuddlers and Babblers

### Principles

- Use physical support
- Use toys and everyday objects
- Use aids and adaptations
- Use sensory supports
- Change positioning
- Allocate key caregiver
- Collaborate with parents and carers
- Use calm approach
- Identify strengths and areas to develop



- \* Place a mirror on the wall to provide reflections
- \* Use touch and feel books
- \* Vary the child's position; tummy time, supported seating or lying on their back
- \* Model politeness and repeat from the start, eg saying thank you to the child for saying hello nicely
- \* Think about and use the textures the child likes/dislikes: fluffy, silky, velvety, hard, bumpy, hairy
- \* Provide suitable spaces for child: see, reach, move and play
- \* Talk with parents about their home situation; use an interpreter if necessary
- \* Provide different seating options on the floor, eg chair, cushion or beanbag
- \* Play/sing a variety of music or songs, revisit same music regularly
- \* Provide different types of cup; two handles, no handles, textured
- \* Have fun with different noises: blow raspberries, bang a drum
- \* Provide cutlery of different sizes, thicknesses, weights
- \* Take the child outside every day
- \* Consider the right amount of noise, colour, light, smell, movement, flavour



## Cuddlers and Babblers

### Principles

Set daily home and social routine

Use repetition in play

Provide cause and effect toys

Do activities at the same time each day

Use positive praise and reinforcement

Attract attention before speaking

Support separation

Talk to the child as you complete routines

Provide predictable responses and consistency between adults



- \* Use repetition in play: same toys and stories
- \* Start routines by doing an activity at the same time and place, using the same words and actions, eg mealtime, bedtime, playtime
- \* React positively: smile, clap, cuddle when they are successful and show the behaviour you want to see
- \* Prepare the child: talk to them about what is going to happen next, use objects to help reinforce, eg hold up nappy at changing time
- \* Always read/talk to the child for a few minutes when they are lying down to go to sleep
- \* React in the same calm way to certain behaviours, eg child touches electrical plug say 'hands away, dangerous' and move them away
- \* React in a predictable way when the child cries/smiles
- \* Signal clear starts and finishes to routine, eg 'snack time', 'all done'
- \* Approach the child so they can see you coming
- \* Use eye contact and attract attention before speaking
- \* Use specific labelled praise, eg 'good sitting', 'kind sharing'
- \* Talk to the child: describe what they're doing, what makes you happy
- \* Cause and effect play: build bricks up and knock them down, peek-a-boo
- \* On separating say goodbye confidently and leave



## Cuddlers and Babblers

### Principles

- Use gestures and motion
- Sing songs and rhymes
- Use multi-sensory approaches
- Use interactive and cause and effect toys
- Show you are having fun
- Use exaggerated responses
- Give predictable responses
- Notice what the child enjoys and take action
- Practice separation to prepare the child



- \* Use motion the child enjoys: rock gently, bounce them on your knee
- \* Be led by the child, follow their rhythm
- \* Sing to the child, use smiles and gesture, eg Twinkle, twinkle little star
- \* Repeat/imitate what the child likes to do: make noises, songs, actions, games
- \* Spend 1:1 time together
- \* Make spaces inviting to encourage movement
- \* Ask parents/carers about child's favourite games and songs
- \* Use what that the child likes: tickles, cuddles, massage
- \* Show you're having fun: smile, clap, change voice and pitch, cuddle, make happy noises
- \* Be aware of the child's reaction: use calm or exaggerated responses depending on what the child needs
- \* Use interactive toys with bright colours, lights, noises and textures
- \* Use actions with words: clap, thumbs up, cover eyes, reach, point
- \* Praise by allowing repetition, smiling, using positive words and tone of voice



## Cuddlers and Babblers – Motor Skills

### Principles

Support movement

Use actions together with words

Use a variety of toys

Demonstrate what you would like the child to do



- \* Encourage rolling from back to front by lying a short distance away and using encouraging words
- \* Use bubbles and encourage the child to reach for them
- \* Place toys on a low level table/surface to encourage high kneeling
- \* Put together a treasure basket containing day to day objects: toilet roll tube, deodorant lid, shaving brush, egg cup, pom-pom
- \* Encourage the child to kick a blanket off
- \* Have tummy time! Talk and play with the child on their tummy
- \* Dangle interesting objects above the child for them to reach
- \* Create opportunities for the child to use their hands in supported seating, eg picking up, passing between two hands, banging
- \* Use beanbag or cushions to support seating
- \* Provide toys that they can hold and mouth safely
- \* Take hands to stand
- \* Hold the child's favourite toy out and encourage them to reach for it
- \* Allow the child to roll/crawl over bubble wrap, textured material



## Cuddlers and Babblers – Communications Skills

### Principles

Talk to the child

Follow the child's lead

Imitate what the child can do

Use actions together with words

Sit at the same level as the child



- \* Make sounds you know the child can echo
- \* Wait; give the child time to respond
- \* Use exaggerated voices to get the child's attention
- \* Repeat action sounds the child likes in everyday routines, eg 'Hello, look at you, you're beautiful'
- \* Name and point at body parts when dressing
- \* Have tummy time! Talk and play with the child on their tummy
- \* Imitate if the child says 'mmm ...', repeat back 'mmm ...'
- \* Notice when the child is babbling and have babbling conversations
- \* Face the child when talking to them
- \* Read to the child
- \* Make your voice suit the mood, eg quiet voice at sleep time and lively during play
- \* Blow raspberries
- \* Pick a favourite action song and sing it every day
- \* Talk regularly with the child: describe what you're doing and what you see them doing





## Cuddlers and Babblers – Thinking Skills

### Principles

Talk to the child

Use a variety of toys

Demonstrate what you would like the child to do

Use multi-sensory approaches



- \* Name and point at body parts when dressing
- \* Use bubbles and encourage the child to reach for them and pop them
- \* Point to and name objects in pictures and within books or on walls
- \* Put together a treasure basket containing day to day objects: toilet roll tube, deodorant lid, shaving brush, egg cup, pom-pom
- \* Talk to the child about what is happening now, eg 'Look, the sun is shining'
- \* Play with touch and feel books
- \* Show the child day-to-day objects, name them and let the child hold them, eg a spoon, book, fruit
- \* Say what is about to happen next, eg 'Socks on, where are your shoes?'
- \* Introduce basic cause and effect toys, eg rainmaker
- \* Get the child's attention with noises that last, eg music toy
- \* Hold the child's favourite toy out and encourage them to reach for it
- \* Talk continuously with the child: describe what you are both doing and seeing





## Cuddlers and Babblers – Relationships

### Principles

Talk to the child

Follow the child's lead

Imitate what the child can do

Sit at the same level as the child

Name the child's emotions and feelings



- \* Cuddle, kiss and be close to the child
- \* Respond quickly when the child tries to get your attention
- \* Use a calm and gentle tone of voice when talking to the child
- \* Provide predictable and consistent responses when the child smiles, cries, makes a new sound, learns something new
- \* Use a ribbon or coloured piece of material and move it around over the child or in a space
- \* Show the child colourful books
- \* Imitate; if the child says 'mmm ...' repeat back 'mmm ...'
- \* Engage the child's senses – touch, sight, smell and hearing – using everyday objects and toys
- \* Create movement the child enjoys, eg rocking
- \* Be close enough that you and the child share eye contact
- \* Sing softly to the child
- \* Dance to music with the child in your arms, eg gentle swaying to slow calming music
- \* Talk to the child: describe what you are doing and seeing
- \* Provide transitional objects (eg blanket, favourite toy) to support separations



## Movers and Shakers

### Principles

Have clear physical and behavioural boundaries

Prepare child for change/new environments

Incorporate experiential/active learning

Highlight and promote diversity

Build positive relationships and trust



- \* Provide access to toys that can be used to make a noise, eg drums, shaker or pot and wooden spoon
- \* Arrange furniture to allow the child to kneel, pull to stand, cruise and climb
- \* Create opportunities for enclosed spaces, tents, dens and tunnels
- \* Respond to the child's emotional needs, eg if they cry, find out why, and comfort them
- \* Provide movement toys: push along/pull along toys, slides, swings
- \* Ensure objects are at the correct height and accessible
- \* Have books available for the child to bring to you
- \* Be prepared on outings: take activities and snacks
- \* Provide examples of other scripts, eg Arabic magazines in home corner, Chinese writing on boxes in junk area
- \* Provide a range of resources: toys, music and play which reflect diverse cultures and beliefs
- \* Encourage child to remain seated for longer by introducing activities, eg painting at the table, social chat while tidying
- \* During outdoor play encourage crawling, walking, rolling



## Movers and Shakers

### Principles

Use gestures and objects

Use key phrases

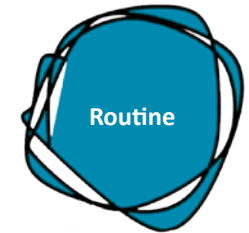
Simplify language used

Teach meaning

Repeat start/middle/end of routine

Repeat what you say and do

Create opportunity for the child to initiate routines



- \* Use modelling and gesture, eg kiss or wave when saying 'bye'
- \* Model reading: let the child see you reading books and magazines
- \* Create fun routines with rough and tumble play
- \* Use the child's love of anticipation, eg tickle games, peek-a-boo,
- \* Introduce key phrases and gestures for routines, eg 'Time to ...', 'Let's go'.
- \* Play ready, steady, go and use action songs
- \* Allow the child to take a toy from home or something significant belonging to the caregiver to help with transition and separation
- \* Let the child actively lead a routine, eg child pulls your hands and you say 'Oh you want row the boat?'
- \* Start to teach the meaning of 'stop' (word and gesture)
- \* Repeat, repeat, repeat: what you say and do and the start, middle and end of a routine
- \* Encourage the child to feel comfortable and confident asking for help
- \* Use objects and pictures to signify routines, eg cup for drink, coat for outside



## Movers and Shakers

### Principles

Use multi-sensory approaches

Imitate what the child does

Initiate hide and find games

Give positive praise and reinforcement

Use interactive cause and effect toys

Praise expectant waiting

Sing songs and play games with actions  
including those the child can copy



- \* Use your voice and intonation or singing to attract attention
- \* Make up stories from pictures and everyday objects/situations
- \* Give attention and respond when the child initiates contact
- \* Be face to face when playing
- \* If the child makes a sound, echo it back then give them time to copy again
- \* Provide things to chase, reach, watch and return to you, eg bubbles, balls, toy cars
- \* Use your face and gestures to indicate to the child what you are waiting for
- \* Reward expression by responding to the child's noises
- \* Hide and reveal toys/objects
- \* Use agreed words and phrases for consistency in key routines
- \* Use other children to engage and motivate the child (peer/sibling)
- \* Keep story reading sessions short and interactive, eg let the child touch the pages, hold an object related to the book, act out story with puppets
- \* Use your face and gestures to indicate to the child that you are waiting



## Movers and Shakers – Motor Skills

### Principles

Promote independence

Encourage movement

Enjoy action songs, stories and rhymes together



- \* Create opportunities for children – open containers and find something inside, eg Russian doll
- \* Create feely boxes, bags to enhance sensory experiences, eg large pine cone, shells or feather (be aware of size of object, suitability for mouthing and supervise)
- \* Encourage movement, rolling, walking, climbing
- \* Use action songs and stories, eg Polly had a dolly, sleeping bunnies
- \* Dance with the child using music, bright coloured ribbons or scarves
- \* Encourage the child to build a tower using large blocks and knock it down
- \* Have chunky crayons and paper or chalk board accessible to encourage mark making
- \* Encourage splashing and pouring in the bath
- \* Provide toys which require the child to turn knobs, press buttons and slot shapes
- \* Encourage child to be involved during dressing, eg putting arms out, pulling off socks
- \* Create opportunity for messy play, eg hand painting, gluck





## Movers and Shakers – Communication Skills

### Principles

Use symbolic noises

Reduce amount and complexity of language

Say what you think the child means by their words/actions

Use gestures



- \* Use key phrases, eg 'Can I have ...?', 'I want ...', 'Where's my ...?'
- \* Make silly mistakes and encourage the child to correct you, eg 'The dog says miaow'
- \* Play with hats and glasses to encourage child to look at you and smile
- \* Use action songs and stories, eg Polly had a dolly, sleeping bunnies
- \* Say what the child means to say and extend, eg child says 'tar' you say 'Oh a car, a red car'
- \* Use pointing to draw attention, eg 'What's that?', 'What noise does the cow make?'
- \* Use action to emphasise a question and response, eg 'Where is daddy? Here he is!'
- \* Use child's name in games, songs and instructions, eg 'Ellie's turn'
- \* Sing along to routines, eg 'This is the way we wash your face'
- \* Teach the child to make fun noises during songs and while reading books (animal sounds, transport noises), eg 'uh-oh', 'wheeeee!'
- \* Use gestures with key words or signalong
- \* Describe what you're doing in simple language
- \* Focus on one story for a week at a time, gradually support child to tell the story in their own words





## Movers and Shakers – Thinking Skills

### Principles

Enjoy action songs, stories and rhymes together

Use multisensory approaches

Aim for just the right level of challenge



- \* Use key phrases, eg 'Can I have ...?', 'I want ...', 'Where's my ...?'
- \* Make silly mistakes and encourage the child to correct you, eg 'The cow says baa'
- \* Create feely boxes, bags to enhance sensory experiences, eg large pine cone, shells or feather (be aware of size of object, suitability for mouthing and supervise)
- \* Use action to help the child understand words, eg point to the bin and say 'Put it in the bin please'
- \* Describe what you are doing simply, eg 'Mum is hoovering'
- \* Use pointing to draw attention, eg 'What's that?', 'What noise does the pig make?'
- \* Provide lots of cause and effect toys for the child to use on their own, eg sand wheel, xylophone
- \* Use 'first and then', eg 'First story then sleep'
- \* Use the child's name in songs, games and stories
- \* Use gestures with key words or signalong
- \* Model answers to questions, eg 'What's in the bag? It's a ...'
- \* Allow the child to 'take up time' to process instructions or solve problems themselves



## Movers and Shakers – Relationships

### Principles

Promote Independence

Enjoy action songs, stories and rhymes together

Say what you think the child means by their words/actions

Name the child's and your own emotions and feelings



- \* Play peek-a-boo – use your hands, scarves, hide behind furniture and pop out
- \* Roll a ball back and forth between you and the child
- \* Involve the child in cause and effect play, eg you build the tower, they knock it down
- \* Let the child choose their favourite song from pictures and sing together
- \* Spend special 1:1 time together. Let the child lead the play, comment descriptively on what you see them doing and use encouraging statements: 'You kept trying with the post box'
- \* Add sound effects to pretend play, eg 'mmm' when drinking a pretend cup of tea
- \* Use child's name in games, songs and instructions, eg 'Ellie's turn'
- \* Enjoy time outside together, eg a walk in the park
- \* Exaggerate happy response when the child experiences successes, eg clapping hands and smiling
- \* Sing nursery rhymes and songs to the child
- \* Show interest when the child brings and shows you objects
- \* Name feelings: 'You're sad because the ball rolled away'



## Social Butterflies

### Principles

Modify space

Model actions and words

Incorporate variety

Use early years settings to promote skills

Plan small group work activities

Use visual cues and supports

Collaborate with parents and carers

Have a calm approach

Create opportunities for one to one time



- \* Model politeness and respect, eg 'That was really kind to pass the juice'
- \* Have culturally diverse pictures and resources on display at the child's height
- \* Introduce concepts of safety and danger, eg stop at the kerb
- \* Provide a range of sensory experiences, eg playdough
- \* Monitor children and encourage access to all areas of early years setting – inside and out
- \* Use visuals and gesture to support understanding
- \* Allow the child to have fun and learn with different experiences, eg lying on their tummy, high kneeling
- \* Create a positive environment, eg say what you would like to see the child doing
- \* Create opportunities for practising social skills, eg paired work, small group, circle time
- \* Keep periods of children sitting together short
- \* Verbalise expectations; 'It's your turn now'
- \* Make child feel safe using routine, calm, predictability, boundaries
- \* Create safe spaces that allow children to be physical and explore



## Social Butterflies

### Principles

Have clear physical and behavioural boundaries

Anticipate triggers

Adapt familiar routines

Divert and coerce

Promote social routines/model

Plan to ignore inappropriate behaviours

Repeat things to allow the child to achieve a sense of mastery

Be aware of sequences



- \* Verbalise routines, eg 'It's snack time, so we're going to wash our hands, sit at the table and eat our snack'
- \* Invite carers to join in a whole session to see all of the child's daily routines
- \* Support children to accept and understand 'no', give reasons they will understand
- \* Promote and model social routines, eg how to ask someone to play, share, saying hello and goodbye
- \* Emphasise sequencing, eg dressing in same order
- \* Only offer choices that are realistic options and genuine, eg don't ask 'Do you want to tidy up?' when you mean tidy the toys up
- \* Use hello and goodbye songs
- \* Children need lots of repetition to learn something new, therefore use the same phrases for routine activities
- \* Be creative with routines: offer choice, eg 'What would you like to do first – teeth or pyjamas?'
- \* Make a reading routine: set a regular time to share books
- \* When children are reluctant to cooperate make it fun, eg tidying up to music
- \* Make it clear where belongings go, eg coat pegs, shoe racks



## Social Butterflies

### Principles

Create opportunity for success

Promote independence

Build persistence

Give positive praise and reinforcement

Use rewards and incentives

Offer choice

Provide immediate feedback

Show an interest

Use novelty and humour



- \* Expose the child to new toys/activities; novelty will hold attention
- \* Create opportunities for safe rough and tumble play
- \* Use descriptive praise
- \* Use humour/silliness and the unexpected to raise a laugh
- \* Take photos on outings to make a story on your return
- \* Display the child's work
- \* Spend 1:1 time with the child
- \* Provide incentives, eg praise, stickers, favourite game
- \* Offer a choice from two or three
- \* Choose stories/activities that link to the child's outside experiences and interests, eg make chapattis
- \* Praise and recognise all effort and attempts to learn things
- \* Use talking stickers and other talking resources
- \* Allow the child to lead play
- \* Use resources reflecting the child's home language and culture
- \* Enthusiastically describe what the child is doing, using, seeing and hearing





## Social Butterflies – Motor Skills

### Principles

Demonstrate activities

Differentiate resources and activities

Use sensory supports

Use backward chaining

Play, play and more play



- \* Develop scissor skills by snipping playdough, straws, card or paper
- \* Increase exposure to letters by hiding them in foam, jelly or pasta
- \* Provide scissors, glue, sequins, junk, material, coloured paper, textures, pom-poms and foam shapes during art activities
- \* Fill a zip-lock bag with paint, hair gel or cornflour mixture and encourage child to make shapes using their finger on the outside of the bag
- \* Trace shapes
- \* Use finger paints
- \* Using sand, practise pouring, digging, moulding, making shapes
- \* Scrunch and tear paper, squeeze toys, water bottles and sponges to develop hand strength
- \* Using water, practise pouring between two containers, stirring, splashing
- \* Design obstacle courses that encourage the child to move, eg up, down, under, through
- \* Make shapes using chalk, pens, stampers and crayons
- \* Try moving in different ways, eg 'Lets walk like soldiers, dinosaurs' etc
- \* Create opportunities to develop hand skills, eg button on doll clothes, screw on lids in shop play, pour water into narrow neck bottles in water tray





## Social Butterflies – Communication Skills

### Principles

Encourage expression

Demonstrate activities

Interpret for the child

Supplement verbal with non-verbal information

Play, play and more play



- \* Choose 5 words to teach and focus on at story time, use vocabulary strategies to help children understand and use the words
- \* Ask either/or questions and encourage a spoken answer, eg 'Do you want milk or juice?'
- \* Use picture timetables to help children
- \* Use questions to extend language, eg child says 'I made a hat', ask 'Who is going to wear it?'
- \* Reframe a child's words to help them learn, eg child says 'I eated cake', you say 'Yes, you ate a cake'
- \* Join in play and model actions and words that are just ahead of the child's present level
- \* Design obstacle course and use related language, eg up, down
- \* Invite bilingual parents in for story time for bilingual and monolingual children together
- \* Introduce story CDs and include home language versions if possible
- \* Ask child to bring objects and pictures from home to encourage talk
- \* Talk about and display children's different words for the same thing, eg Nana, granny, gran
- \* Use action songs and encourage child to sing and do the actions



## Social Butterflies – Thinking Skills

### Principles

Demonstrate activities

Differentiate resources and activities

Play, play and more play

Use scaffolding

Use sensory supports

Use backward chaining



- \* Involve the child in the planning of a sequence, eg 'Where will we start? What comes next?'
- \* Have shape sorters and puzzles available for the child to play with
- \* Help children learn to recognise shapes by relating them to real objects, eg draw the wheel of a car and talk about circles
- \* Prompt the child through an entire process or sequence, get them to do the last part independently, gradually increase this
- \* Have pretend playdough tea parties
- \* Draw around the child and get them to add the features/detail
- \* Use bowls of sand, foam or water as a lucky dip for familiar hidden objects – encourage the child to feel weight, size, texture and guess
- \* Engage child in construction play with Duplo, stickle bricks, blocks
- \* Group bilingual children with peers of a similar cognitive level
- \* Involve the child in activities with a definite beginning and end point
- \* Play 'Simon says'
- \* Play with sewing cards and threading beads
- \* Develop thinking by encouraging recall, comparing and predicting
- \* Retell stories together without the book
- \* Give the child choice in selecting some materials for an activity



## Social Butterflies – Relationships

### Principles

Encourage expression

Play, play and more play

Use scaffolding

Use sensory supports



- \* Describe to the child what behaviour you are seeing and verbalise possible feelings causing this
- \* Name your emotions, eg 'That made me happy', 'I'm feeling sad because ...'
- \* Praise should emphasise the feelings of the child, eg 'You should be very pleased with yourself for tidying up'
- \* Look for positive to focus on to help the child explore their strengths
- \* Use pictures of emotions and teach children to refer to them
- \* Use personal dolls to address difficult issues such as bullying or racism
- \* Provide the child with a role and praise their participation, eg helping you to sweep up sand, carrying something
- \* Provide descriptive praise when the child recognises others' feelings
- \* Create opportunities for the child to lead play
- \* Spend 1:1 special time with the child
- \* Encourage play with peers and siblings – offer social coaching to help them learn how to play together
- \* Be specific when using praise, eg instead of 'very good' say 'I'm really pleased with the way you passed me that plate, that was helpful'



## Young Explorers

### Principles

Use clear physical and behavioural boundaries

Modify space

Reduce noise and distraction

Use visual cues and supports

Change seating/positioning

Collaborate with parents and carers

Build on positive relationships and trust



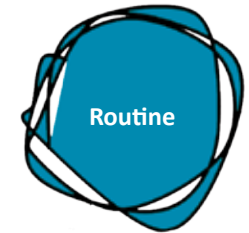
- \* Provide equipment which will create opportunities to extend motor skills, eg running, jumping, hopping, balancing, throwing, catching
- \* Support behaviour through clear and consistent rules and boundaries
- \* Help children become more aware of personal space by using a coloured carpet spot, or use tape on floor to mark out areas
- \* Balance structured/unstructured/independent/shared play opportunities
- \* Explore the outdoors: parks, buses, beach, zoo, farms, gardens
- \* Create quiet space
- \* Model politeness and respect: 'That was kind of you to pass the juice'
- \* Ensure displays and resources are culturally relevant
- \* Use visual prompts to help with activities of daily living, eg photos of sequence of getting dressed and talk about the steps
- \* Create different seating options, eg sit and move cushion, bean bag
- \* Play circle time games
- \* Use visuals to help with lining up, eg rope with knots or numbered spots to stand on
- \* Use translators/interpreters with bilingual families for assessment, discussion, information sharing



## Young Explorers

### Principles

- Use visual cues and supports
- Ensure a child-centred approach
- Structure the day
- Have an organised, planned approach
- Anticipate triggers
- Have clear start/middle/end to routines
- Promote consistency between staff



- \* Introduce waiting into routines, eg only one person on the computer at a time
- \* Use visual or auditory signals to help start and finish routines, eg music
- \* Verbally label routines, eg 'It's story time'
- \* Ask the child to tick off a box to indicate completion of routines
- \* Allow the child to follow the lead of peers or siblings
- \* Involve children in daily routines, eg setting table, tidying up
- \* Factor in time to let the child be independent, eg putting coat on
- \* Give the child the opportunity to problem solve
- \* Use a familiar smell or object to help the child feel safe
- \* Individualise for each child: one rule won't necessarily fit all children
- \* Explain new or unexpected routines, eg fire alarm, trips, visitors. Talk about these and use photos or visual stories to support the child in understanding them
- \* Ensure adults are being consistent and using the same expectations, rules, rewards etc for each child
- \* Use visual timetables including words and pictures





## Young Explorers

### Principles

Celebrate success

Foster a sense of responsibility

Include variety

Build positive relationships and trust

Aim for achievable goals

Ensure a child-centred approach

Encourage peer support

Give positive praise and reinforcement

Use a multi-sensory approach



- \* Give the child a responsibility, eg ask them to carry something
- \* Use 'when ... then', eg 'When you've washed your hands, then you can have a snack'
- \* Use certificates or positive Post-it notes to celebrate success
- \* Use novelty – something children have never seen
- \* Follow the child's interests, eg animals, TV programme or character
- \* Pretend to make mistakes and let the child correct you
- \* Vary the sensory experience, eg use messy play, music, movement
- \* Use incentives, eg praise, 1:1 time, stickers, prize box
- \* Try a few words in the child's home language
- \* Encourage goal setting: 'I will try to ...'
- \* Use proximal praise – praise children nearby who are showing the behaviour you'd like to see, and name the behaviour, eg 'Jacinta, I see you're sitting quietly with your legs crossed, well done'
- \* Use culturally appropriate books/songs/materials familiar to the children
- \* Put a message in their lunch box





## Young Explorers – Motor Skills

### Principles

Facilitate activities

Use experiential/active learning

Use tactile supports and cues



- \* Develop hand strength through activities, eg baking – stirring, rolling; playdough – rolling, cutting; construction – building bricks, using screws
- \* Encourage pushing and pulling, eg tug of war, clapping
- \* Make shapes in playdough, eg lines up and down, circles, triangles
- \* Create opportunities for pouring own juices, cutting using cutlery
- \* Play games using pegs, tweezers and tongs
- \* Encourage child to practise foundation forms (line, circle, square, triangle) in wet/dry sand, gluck, shaving foam etc
- \* Provide access to doodlers, magnetic scribblers and stencils
- \* Create opportunities to write/draw using pens, crayons, paint etc
- \* Make large scale shapes, eg by spraying water, chalk on wall
- \* Put a bell on the paint brush, write in foil, add perfume to paint
- \* Make a habit of writing messages
- \* Provide hand-over-hand support
- \* Get children to colour lying on their tummy and standing at an easel. These postures promote grasp and strength in the arms
- \* Provide writing sacks containing white boards, shaving foam etc



## Young Explorers – Communication Skills

### Principles

Use talking/listening opportunities

Break down tasks

Use circle time/small group work

Give constructive feedback



- \* Ask parents of bilingual children to read stories at home in their home language prior to early years staff reading them in English
- \* Teach new vocabulary
- \* Have dual language story time in EY setting, invite relatives/carers to help
- \* Provide regular opportunities for meaningful and fun conversations where you and the child take turns to explain and ask things
- \* Explain ambiguous language, idioms, similes, metaphors, eg slept like a log, pull your socks up, traffic jam
- \* Use talking mats; pieces of carpet and pictures stuck on with Velcro to support conversations
- \* Use rhyme and singing, talking time
- \* Find out what the child can do at home and encourage the same in the early years setting
- \* Put words everywhere, eg name on peg, menus at snack
- \* Support understanding where needed – use language at child's level, talking as you do things, use visuals, check understanding
- \* Bring and share/show and tell activities
- \* Be sensitive to non-verbal expression
- \* Microphone/audio recorder in story corner



## Young Explorers – Thinking Skills

### Principles

Set achievable goals

Facilitate activities

Break down tasks

Use experiential/active learning

Use tactile supports and cues

Give constructive feedback



- \* Frame instructions in a positive way by using 'do' language, eg 'Keep your hands and feet to yourself'
- \* Ask child to repeat instruction back to check understanding
- \* Reframe incidents with a child when they are calm
- \* Help children use their imagination, promote imaginative play
- \* Simplify language used but not necessarily the task
- \* Play memory games, eg 'Kim's game', 'I went to the market'
- \* Model behaviour you'd like to see – eg listening requires full attention so when a child talks to you demonstrate this by stopping what you're doing, making eye contact, repeating back what they say
- \* Introduce waiting, eg 'Finish your puzzle, do one more before ...'
- \* Teach the child to expect meaning from text by asking questions following a story or getting them to sequence pictures from it
- \* Develop child's interests and ideas, record things they suggest
- \* Use visual cues to reinforce instructions
- \* Encourage child to make up own stories, possibly with props
- \* Use activities to develop listening and attention, eg Simon says, follow the leader, parachute games



## Young Explorers – Relationships

### Principles

Use tactile supports and cues

Use circle time/small group work

Encourage emotional literacy

Give constructive feedback



- \* Use puppets in role play, eg puppet making a new friend, puppet getting a certificate, puppet learning to calm themselves down
- \* Use pair/small group work to develop turn taking and cooperation
- \* Allow child to initiate conversation in less intense situations, eg out on a walk, preparing snack together
- \* Praise the child if they recognise their own or others' feelings
- \* Express your own feelings, eg 'I'm excited because', 'I'm frustrated because'
- \* Use therapeutic stories to address emotions and difficult situations
- \* Create alternative means of expression, eg drama, music, art
- \* Use emotion coaching by labelling emotions for the child, eg 'You are crying and stamping your feet, I think you're feeling angry'
- \* Encourage play dates, be aware some families may need help
- \* Use recordings of parent/carer's voice to reassure an anxious child
- \* Notice, encourage and facilitate shared interests
- \* Encourage child to learn to problem-solve situations they find difficult when they are calm
- \* Explain child's physical sensation and label the feeling, eg 'You're hot because you're angry'



# Blank Bubble Planning Pages

Child's name:	Ideas for EY setting:	Date:
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Why not photocopy this sheet so that you can use it again?



<b>Child's name:</b>	<b>Ideas for Home:</b>	<b>Date:</b>
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## Engaging with Parents as Partners

This section contains:

**Strategies to Engage Parents and Carers as Partners;** for example increasing communication and sharing information, and developing parenting skills and awareness.

**Parent Postcards,** which help staff to communicate with parents, promoting one strategy at a time while increasing the understanding of the value of play.

# Section

# 5



# Strategies to Engage Parents and Carers as Partners

## Optimise opportunity through working with parents/carers

By engaging well with parents, staff can positively influence the child's experience in the early years setting and at home. To effectively engage parents, it is important to affirm what they already do and build on this. You can do this by considering the following:

- \* Engaging parents as partners
- \* Using good communication and sharing information
- \* Developing parents' skills and awareness

## Engaging parents and carers

- \* Encourage parents to share aspects of their culture, their needs and expectations for their children. Recognise, respect, and address families' needs, as well as class and cultural differences.
- \* Be sensitive to barriers that might exist, eg some parents might not be able to afford school trips or they might struggle with their own literacy. Reassure parents that they are not alone and let them know about supports available, eg local classes run by adult education providers.
- \* Create opportunities for parents to be involved in the setting, eg accompanying the children on day-trips or helping with an activity.
- \* Have regular staff-parent meetings to discuss how their child is doing and encourage families to share their views. Where possible, be flexible with times for meetings to accommodate their lifestyle.
- \* Involve parents in creating IEPs and setting targets and goals.
- \* Listen and respond to parent concerns and suggestions.

## Communication and sharing information

- \* Make sure you communicate in a welcoming and warm manner.
- \* Ensure information/communication is accessible, taking account of adult literacy levels.

- \* Communicate concerns or difficulties sensitively, use language you would be happy to use for your own child.
- \* Use interpreters as appropriate with parents who speak other languages.
- \* Encourage bilingual parents to continue to use their home language with their children.
- \* Promote two-way communication by encouraging parents to share their perspective both verbally and in written form, eg questionnaires, diaries/communication books, parent-staff meetings.
- \* Let the family know that they are crucial to their child's development and that the best outcomes will come when you work in partnership.
- \* Establish what suits the family for regular communication.
- \* Provide the family with a welcome pack; this should include information on the services available and be in the family's home language and English.





## Developing parenting skills and awareness

- \* Help parents to access support offered (parents' literacy levels, cultural expectations and past experiences may act as barriers).
- \* Promote play at home (eg story sacks, writing sacks, toy/story library).
- \* Use Parent Postcards to provide information about ideas to try at home.
- \* Explain to parents the purpose of play activities, communicating the value of play (make a link to Curriculum of Excellence).
- \* Speak to parents about what their child has learnt that day in nursery.
- \* Help parents understand their child's development in relation to their strengths and areas of challenge.
- \* With consent, the child could be recorded doing an activity to help illustrate the skills being discussed.
- \* Model positive relationships, using a consistent, calm, organised approach.
- \* Offer information and workshops to help parents learn about the early years setting and curriculum and ways in which they can help their child succeed.
- \* When running parent courses, be aware of potential communication barriers and organise activities that are inclusive and non-threatening.
- \* Support parents to engage positively with their child during play by conducting stay and play sessions.
- \* Provide food or snacks as part of activities for families.
- \* Provide childcare while staff are working with parents.



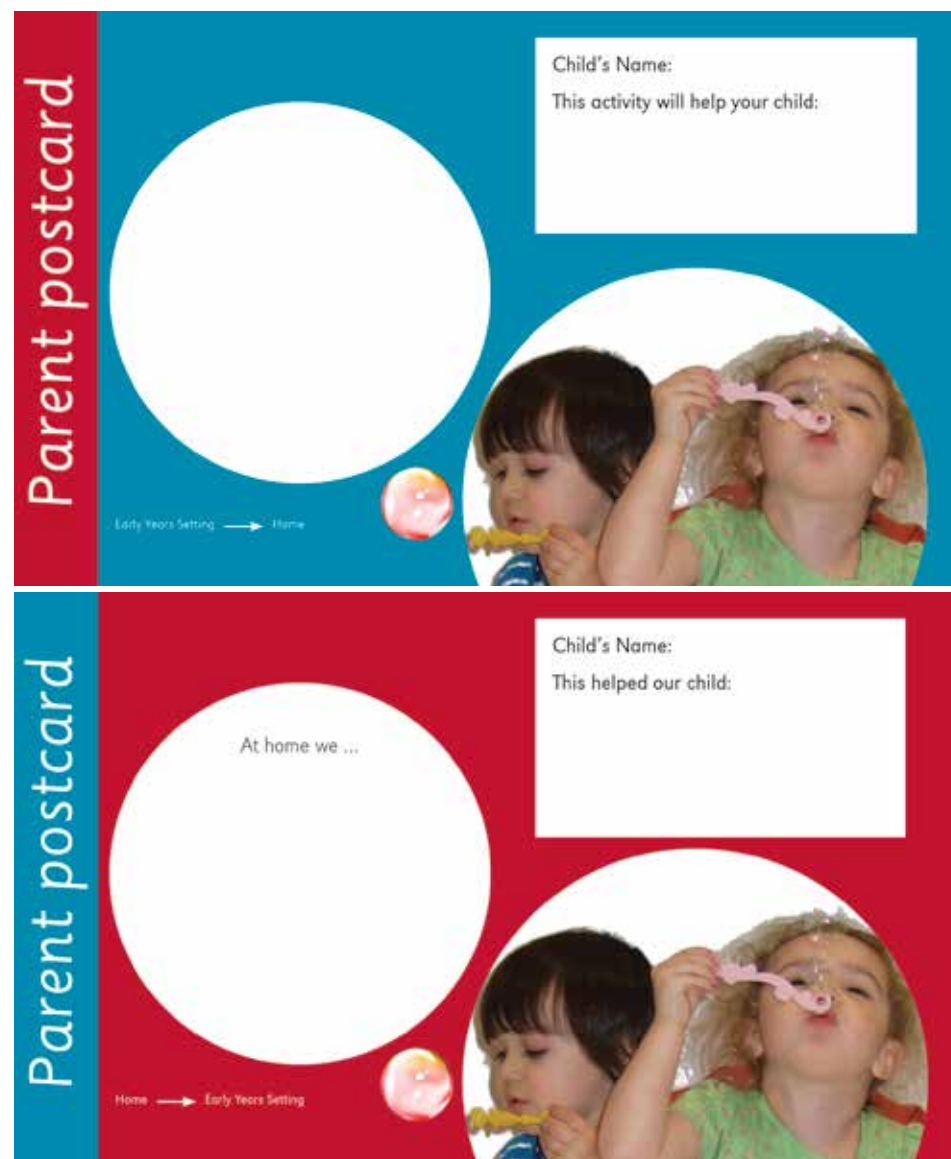
# Parent Postcards

## Why use parent postcards?

- \* You can maximise working in partnership with parents to benefit the child.
- \* It may be that you feel parents need to engage in play generally at home and spend more time with their child.
- \* You can support parents to fully understand the value of play and the key role it has in their child's development.
- \* Foster carers may use these cards to communicate with parents what they are currently doing to support the child and why.
- \* You can use these postcard templates to communicate to parents what they can be doing at home to support the child's development.

## How to use parent postcards

- \* Select an activity from the strategy section or suggest an appropriate play activity for that stage and write it in the bubble on the parent postcard.
- \* Fill in 'This activity will help your child ...'. This helps parents understand why they are being asked to do this.
- \* The following page contains a bank of statements which can be used for this purpose. Staff/carers can consider the activity they have selected and write down the skills which are promoted by it.
- \* You may wish to demonstrate the activity to the parent and/or include a toy, book, music or other resources needed to complete the task at home.
- \* Postcards can also be used by parents to share information with nursery about activities tried at home, which could be built upon in the early years setting.



## This activity will help your child

### Environment

- \* To experience a new: smell, feeling, noise, sight, taste or movement
- \* To experience a new activity
- \* To have an opportunity to gain a positive response
- \* To have an opportunity to feel safe and secure
- \* To have an opportunity to feel supported
- \* To receive a calm response from an adult
- \* To have opportunity to form friendships
- \* To have an opportunity to build trust
- \* To access play in a group
- \* To have an opportunity to see how adults respond
- \* To see you are confident
- \* To know that you are pleased/proud

### Routine

- \* To make play last longer
- \* To routinely look at you
- \* To routinely listen to you
- \* To automatically know to take turns
- \* To behave positively within routines
- \* To learn the start of a routine
- \* To take a turn in a routine
- \* To request a routine
- \* To complete a routine
- \* To expect a response
- \* To know what to expect
- \* To form good habits
- \* To have special time with you
- \* To learn through repetition
- \* To know adults are consistent
- \* To get things done more quickly
- \* To manage change

### Motivation

- \* To feel valued
- \* To develop confidence
- \* To feel in control
- \* To respond in their own time and reduce pressure
- \* To learn something new
- \* To enjoy books
- \* To make choices
- \* To feel understood
- \* To experience success
- \* To feel happy
- \* To know how they feel
- \* To build happy memories
- \* To have fun
- \* To feel important
- \* To choose to share with you
- \* To feel included and accepted
- \* To learn from others
- \* To know when and how to ask for help

### Skills

- \* To build sentences
- \* To communicate with others
- \* To follow instructions
- \* To be stronger and use their strength
- \* To control movement
- \* To use new sounds and words
- \* To recognise letters
- \* To develop their imagination
- \* To think about the feelings of others
- \* To make friends
- \* To build relationships
- \* To pay attention to you
- \* To tell you what they need/ want
- \* To learn from watching you
- \* To learn the steps in a sequence
- \* To develop understanding
- \* To speak in front of others
- \* To improve attention



## Parent postcard

Verbalise routines:

'It is snack time so we are going to wash our hands, sit at the table and eat our snack'.

Early Years Setting → Home

Child's name:

This activity will help your child:

- 1 To develop understanding
- 2 To know what to expect
- 3 To learn a routine



## Parent postcard

Put together a treasure basket containing day to day objects; a toilet roll tube, a lid from deodorant, a pompom and a shaving brush

Early Years Setting → Home

Child's name:

This activity will help your child:

- 1 To experience a new feeling
- 2 To use sounds and words
- 3 To develop imagination



## Parent postcard

Use puppets to read a story to your child, change the volume and tone of your voice and place the puppet at the same level as the child

Early Years Setting → Home

Child's name:

This activity will help your child:

- 1 To improve attention
- 2 To have fun
- 3 To make play last longer



## Parent postcard

Repeat the noise that the child makes

Early Years Setting → Home

Child's name:

This activity will help your child:

- 1 To look at you
- 2 To learn new sounds and words
- 3 To feel valued and understood



# Parent postcard

Child's name:

This activity will help your child:

- 1
- 2
- 3



Early Years Setting → Home



# Parent postcard

Child's name:

This activity helped our child:



Home → Early Years Setting



Why not photocopy this sheet so that you can use it again?

## Milestones and Warning Signs

**Milestones for development** which are an indicator of how a child is expected to progress in key skills: Control of Movement, Language and Communication, Relationships and Thinking Skills.

**Warning signs** which may indicate the need for partner services to become involved.

### Description of supports and strategies

Full description of supports and strategies listed in Section 4.

# Appendices



# Milestones for Development

## At around 3 months children can ...

### Motor skills

- \* lift their head when on their tummy
- \* grasp objects placed in the palms of their hand
- \* enjoy the feeling of their hand in their mouth

### Communication skills

- \* respond to sounds (with pleasure, excitement and distress)
- \* turn their heads to a source of sound
- \* begin to vocalise when left alone and when spoken to

### Relationships

- \* take an increased interest in their surroundings
- \* smile at a face
- \* enjoy bathing and caring routines

### Thinking skills

- \* understand cause and effect
- \* be attentive to the sound of carer's voice
- \* indicate need by differentiated cries

## At around 6 months children can ...

### Motor Skills

- \* sit up with support
- \* learn to push up on their hands when lying on their tummy
- \* roll from front onto back
- \* bring two hands together and pass objects between them

### Communication skills

- \* turn immediately to a known voice across the room
- \* begin to babble tunefully to self and others, including vowels and consonants (eg ah-ah, ad-ad, goo-goo, ama-ama)
- \* look back and forth at two different things

### Relationships

- \* make noise to get attention and to show pleasure
- \* still be stranger-friendly but occasionally show shyness/anxiety if a familiar adult is out of sight
- \* smile at self in a mirror and imitate more facial expressions

### Thinking skills

- \* understand 'up' and 'down' and make appropriate gestures
- \* show interest in objects
- \* reach out, grasp objects and place them in the mouth

## At around 1 year, children can ...

### Motor skills

- \* sit unsupported and move around by crawling or bum shuffling
- \* pull themselves up and stand holding furniture
- \* pick up toys with pincer grip, shake and bang, release toys and look for fallen objects, hold a mug with two handles and lift it to mouth

### Communication skills

- \* communicate in a variety of ways using sounds and gestures (pointing and waving), and they may have some words
- \* be visually very attentive to people



- \* recognise the names of familiar objects (eg Daddy, car, eyes, phone, key)
- \* begin to respond to requests (eg 'Give it to Granny') and questions (eg 'More juice?')

### Relationships

- \* cling to familiar adults – display separation anxiety on separation from carer or around strangers
- \* pick up on feelings by the tone of voice
- \* point at objects to show and share interest
- \* actively seek to maintain playful interactions (eg peek-a-boo or round and round the garden)

### Thinking skills

- \* use trial and error to learn about objects
- \* be interested in others
- \* respond to simple instructions

## At around 18 months, children can ...

### Motor skills

- \* stop and start safely when walking
- \* push and pull objects on wheels
- \* throw a ball
- \* jump with both feet
- \* enjoy putting small objects in and out of containers
- \* take off shoes, socks, and hat, and hold a spoon to feed themselves

### Communication skills

- \* understand basic commands, and use at least 10 words
- \* repeat an adult's last word

### Relationships

- \* use social words like 'hello' and 'goodbye' and engage in social laughter
- \* initiate own play and play contently alone but will begin to show interest in other children
- \* alternate between clinging and resistance, liking to be near a familiar adult

### Thinking skills

- \* be very curious and explore environment
- \* start to problem-solve (eg climbing on a chair to reach an object, or when an object does not fit through a hole, they will turn the shape)
- \* know the names of the parts of the body

## At around 2 years children can ...

### Motor skills

- \* start to run and can roll and kick a large ball gently
- \* go up and down steps (may be two feet per step)
- \* show interest in making a mark using a tool, eg pen, pencil, paint brush, chalk
- \* put shoes on, spoon feed and drink from a cup without assistance
- \* stack toys up and knock them down

### Communication skills

- \* understand short sentences, enjoy listening to stories and rhymes, develop a single word vocabulary and put two words together in a sentence
- \* point to a few body parts or named pictures in a book
- \* follow simple commands (eg 'Push the bus!') and understand simple questions (eg 'Where's the bunny?')

### Relationships

- \* have an almost complete store of emotional expressions
- \* throw temper tantrums regularly when frustrated



- \* recognise themselves in the mirror
- \* be reluctant to share and may show jealousy when not the centre of attention

### Thinking skills

- \* match objects by colour, shape or size
- \* be active and curious, with little notion of danger
- \* choose to engage in parallel play and make symbolic use of objects and self (eg playing houses)

## At around 3 years children can ...

### Motor skills

- \* go up steps one at a time
- \* balance on one leg momentarily and land safely when jumping from a low step
- \* cut paper with scissors and will pick up a pencil in preferred hand and copy a circle and V shape
- \* undress with assistance and can use a spoon and a fork independently

### Communication skills

- \* have a word for almost everything. Vocabulary is exploding!
- \* use utterances of one, two or three words long and family members can usually understand them
- \* understand simple questions and constantly ask questions (eg 'Can we?', 'What is that?')

### Relationships

- \* play cooperatively with other children
- \* begin to understand rules
- \* show affection for younger siblings
- \* help and please adults

### Thinking skills

- \* understand simple stories
- \* have a vivid imagination
- \* complete simple puzzles

## At around 4 years children can ...

### Motor skills

- \* love to run and climb, and can hop on one foot
- \* show increased skill in throwing, catching and kicking a ball
- \* dress and undress independently except for buttons, laces and zips
- \* walk up and down stairs while holding a rail

### Communication skills

- \* become more fluent, speak in four-word sentences or more and talk about past experiences

### Relationships

- \* show an ability to empathise with other children
- \* dress up and engage in make believe play
- \* be strongly self-willed/stubborn, want to be independent
- \* have a clear sense of humour

### Thinking skills

- \* love to play with others and understand taking turns and sharing
- \* follow simple rules in games

## At around 5 years children can ...

### Motor skills

- \* skip, hop and jump competently
- \* walk on a narrow line, heel to toe
- \* demonstrate ability to draw a man and copy a triangle
- \* colour pictures carefully
- \* use knife and fork competently and can do buttons and zips independently

### Communication skills

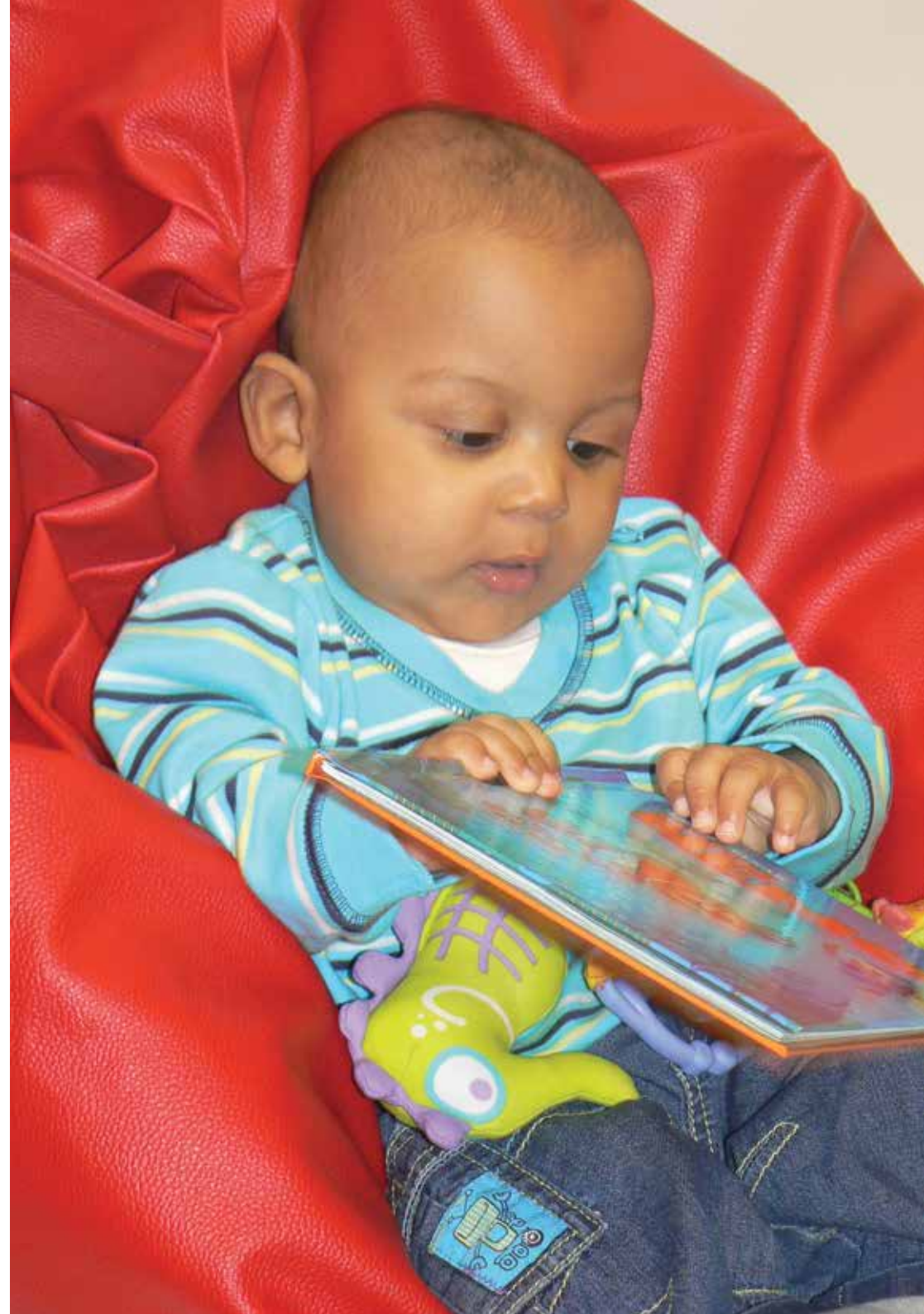
- \* talk fluently, in a range of contexts and with a range of people and peers
- \* really enjoy stories, answer questions about them and perhaps be able to retell stories
- \* love to ask 'why?' and can answer 'why?'

### Relationships

- \* choose own friends
- \* show caring attitude

### Thinking skills

- \* understand the need for rules and fair play
- \* have a better understanding of the concepts of past, present and future
- \* follow two-step instructions



# Developmental Warning Signs: Should you ask for partner services' involvement?

## Developmental milestones and warning signs

- \* These indicators must use chronological age as a reference (rather than the stages referred to elsewhere in the resource). Where ages apply, these should be corrected for prematurity until the child reaches 2 years.
- \* You may wish to use the developmental milestones listed earlier to consider whether the child is out of step with their peers in aspects of development. Developmental milestones are an indicator of how a child is expected to progress compared with age peers in key skills.
- \* Warning signs are presented in relation to skills and behaviours you observe. Children who present with these signs are in need of very close monitoring or may need additional or targeted intervention support. Warning signs are helpful indicators that a child is not reaching milestones as expected.
- \* For bilingual and minority ethnic children, assessment in their home language may give very different results. Ensure assessment is adapted to suit the child, using a translator if necessary.
- \* For all children, ensure assessment includes information about how the child functions in several different settings (eg home, early years setting, outings).

## Warning signs

- \* Warning signs indicate delayed or unusual development.
- \* When children show a warning sign, this information must be shared and you should discuss with colleagues how best to manage the challenge.
- \* Some warning signs below are linked to age, while others apply regardless.
- \* The information presented can be used to share assessment information with parents and carers and to put it in a context for them.

## Warning signs at any age

### Behavioural/emotional warning signs

The child:

- \* seems to feel unsafe in the environment despite efforts to reassure
- \* shows unpredictable and inconsistent presentation from day to day
- \* focuses on unusual objects for long periods of time; enjoys this more than interacting with others
- \* avoids or rarely makes eye contact with others over a continued period
- \* displays violent behaviour on a daily basis
- \* engages in self-harming behaviours including head banging, scratching or biting self
- \* gets easily frustrated attempting to perform simple tasks compared with other children of a similar age
- \* cries for hours on separation and cannot be comforted
- \* happily separates from caregiver in new situations, is overly familiar around new people and has no sense of danger
- \* shows signs of persistent anxiety, sadness, anger or cruelty to others

If you have concerns about a child's behaviour, discuss these with their parents/carers and the team around the child. You may then, with parental consent, wish to make a referral to another agency (eg Education Support Services, GP, Health Visitor, Community Child Health, Child and Adolescent Mental Health professionals, Speech and Language Therapy, Occupational Therapy).

## Vision warning signs

### The child:

- \* has difficulty focusing their eyes or making eye contact
- \* closes one eye when trying to look at distant objects
- \* has eyes which appear to be crossed or turned
- \* brings objects too close to the eyes to see
- \* has difficulty following moving objects with the eye
- \* has continual eye movements (these may be small flickering or larger roving movements)
- \* bumps into things, or has difficulty judging distance when reaching to grasp items
- \* continually tilts head to one side

## Hearing warning signs

If you are concerned about a child's vision, share your concerns (with parent/carer consent) with a health professional who can take appropriate action (GP, Health Visitor, Paediatrician).

### The child:

- \* does not respond when called from across the room (ensure correct pronunciation of name)
- \* has difficulty understanding spoken language after 3 years of age (in a familiar language)
- \* turns body so that the same ear is always turned toward sound
- \* has ears that appear small or deformed
- \* fails to develop sounds/words (in a familiar language) that would be appropriate at his/her age
- \* vocalises in a very loud or very soft voice

If you are concerned about a child's hearing, share your concerns (with parent/carer consent) with a health professional who can take appropriate action (GP, Health Visitor, Paediatrician).

## By 6 months, a child shows signs of delayed or unusual development if s/he:

- \* can't support his/her head in all positions
- \* feels particularly stiff or floppy, or moves/holds his/her body or a limb in an unusual way
- \* does not grasp or reach for toys with both hands equally
- \* is not bringing objects to his/her mouth
- \* does not vocalise or respond to sounds
- \* avoids eye contact

## By 12 months, a child shows signs of delayed or unusual development if s/he:

- \* can't sit without support or has poor head control
- \* has difficulty grasping and manipulating toys with both hands equally
- \* can't weight bear through his/her legs when supported
- \* has limbs that appear to be stiff, or are held in unusual positions
- \* does not turn his/her head or react to words
- \* does not try to communicate using gestures or actions (such as waving) and a range of sounds
- \* does not respond to simple words, eg 'bye-bye' in a familiar language

## By 2 years, a child shows signs of delayed or unusual development if s/he:

- \* can't walk, or uses one leg differently from the other
- \* can't manipulate small objects
- \* has difficulty using a spoon and beaker
- \* drools excessively
- \* does not point out things of interest, such as a bird or aeroplane overhead (by the age of 18 months)
- \* is not saying at least 15 words (by 18 months) or using two words together to communicate (by 2 years)
- \* does not respond to simple directions (eg 'Get your coat')
- \* does not 'pretend play' (eg pretending to brush hair or feed a doll)



**By 3 years, a child shows signs of delayed or unusual development if s/he:**

- \* has difficulty reaching across his/her own body
- \* tires more than others in peer group
- \* falls excessively
- \* has difficulty with grasp
- \* can't name at least three body parts
- \* has difficulty imitating nursery rhymes
- \* doesn't put three-word phrases together
- \* is difficult to understand when talking with friends or family
- \* doesn't ask or answer simple questions
- \* plays alone; doesn't engage in pretend play

**By 4 years, a child shows signs of delayed or unusual development if s/he:**

- \* moves in a clumsy manner, or is always bumping into things
- \* resists messy play
- \* has difficulty manipulating and placing small objects
- \* has difficulty holding and using a pencil
- \* can't understand instructions with two to three parts (eg 'Put the big spoon on the table')
- \* doesn't interact with other children
- \* doesn't use short phrases or sentences to communicate

**By 5 years, a child shows signs of delayed or unusual development if s/he:**

- \* can't balance on one foot
- \* can't throw, catch or kick a large ball
- \* has difficulty doing buttons and zips
- \* doesn't speak in sentences
- \* doesn't ask questions
- \* isn't understood by most people
- \* can't have conversations with peers s/he knows well
- \* doesn't understand most of what is said at home/in early years setting



# Description of Support and Strategies

## Achievable goals

Ensure end results are attainable.

## Anticipate triggers

Learn to recognise what happens before a specific behaviour occurs in order to address or avoid these in the future (where possible).

## Avoid behaviour breakdown through preparation

Use effective planning and/or forward thinking in order to prevent triggering adverse behaviour.

## Backward chaining

Progressive completion of task components – starting at the final step, working towards the initial step (giving less support at each stage). That is, encourage the child to complete the last step of the task only, to ensure success; next time encourage them to do the last two steps, and so on until they have completed the whole task themselves.

## Be aware of sequences

The order of steps within a routine. Children might need support to learn one step at a time, eg child learns socks go on before shoes. Following the same sequence of steps can help to establish a routine, eg bath, story, bed.

## Build persistence

Increase the amount of time a child can continue or prolong an experience.

## Build positive relationships and trust

Construct mutual trust and respect as appropriate. Create a non-judgemental and nurturing relationship and an environment where children feel safe and can express themselves openly.

## Calm approach

Be consistent, supportive, encouraging and facilitative – in a relaxed and composed manner.

## Change positioning

Alter the way the child is put or arranged, eg sitting, standing, lying down.

## Clear boundaries (behavioural)

Set clear limits of acceptable behaviour.

## Clear boundaries (physical)

Set clear physical limits, eg tape on floor around a work station, carpet squares for sitting on.

## Coerce

Persuade the child to do something they do not want to do through use of incentives, rewards and clear consequences.

## Collaborate with parents/carers

Involve parents in decision making and information gathering if concerns are raised; establish a two way process between parents/carers and staff. Communicate with and work with parents to form common goals for the child's progress. Aim to ensure consistent support is in place at home as well as in the EY setting.

## Constructive feedback

Provide constructive information on a child's performance which could be used to influence or modify their future performance and learning.



### **Demonstration**

Carry out an action or task yourself, as a visual cue to support the child's understanding of it.

### **Differentiate resources, materials, activities and tasks**

Adapt resources, materials, activities and tasks to suit the level/ability or needs of an individual child.

### **Divert**

Distract or draw attention away from undesirable behaviour/activity.

### **Duration of activities**

The time the child is expected to engage in the activity.

### **Emotional literacy activities**

Encourage children's management of themselves and their emotions, also encouraging understanding of the thoughts and feelings of others.

### **Encourage expression**

Promote and allow time for thoughts, feelings and ideas.

### **Ensure child-centred approach**

Listen, recognise and respond to the child's needs. Involve children in problem solving, decision making and target setting to encourage involvement in their own learning. Where possible ensure that tasks are meaningful, taking into account the wider context of the child's life.

### **Exaggerated responses**

A response to an action which is emphasised by volume, expression and gesture.

### **Expectant waiting**

Having or showing an excited feeling that something is about to happen.

### **Experiential or active learning**

Learning through 'doing' within the natural context of the environment. This way, the child makes discoveries and experiments with knowledge first-hand, instead of only hearing or reading about others' experiences.

### **Facilitation**

The act of making something easy, or easier, by preparing the child, eg the use of handling to promote active movement (usually used with children with more complex physical needs).

### **Foster sense of responsibility**

Encourage an intrinsic desire to be accountable for and proud of their own actions, eg by giving specific tasks to individuals.

### **Gestures**

Movement made by part of the body to express yourself or an idea or meaning, through non-verbal means.

### **Hand-over-hand support**

Use physical prompting, with your hand over the child's, to promote correct movement.

### **Highlight and promote diversity**

Address social, emotional and behavioural challenges by discussing and accepting the multifaceted nature of society.

### **Identify and act on child protection concerns (eg unexplained change in behaviour)**

Ensure that staff are aware of the child protection policies and procedures, and are trained and supported to implement them.

### **Imitation (elicited imitation)**

Encourage the child to copy a target word or grammatical structure after you model it clearly.

### **Incentives**

Use objects, activities and/or praise to motivate the child to engage and achieve.

### **Just right challenge**

A challenge that's neither too easy nor too difficult.

### **Key caregiver**

The individual who predominantly attends to the needs of the child.

### **Key word signing systems**

Hand signs used alongside key words to support understanding and development of language.

### **Kim's game**

A visual memory game. Place a number of items on a tray, let the child look at them, secretly remove one, show the tray again and ask the child what's missing.

### **Modelling**

Clearly demonstrate a desired activity or behaviour for the child. For example, if the child is struggling with a particular sound or grammatical structure, improve it by using this sound or structure more frequently yourself and putting emphasis on it.

### **Modified space**

Adapt the immediate learning environment to suit the individual needs of the child, eg dim lighting, more space on the left side for left handers.

### **Multi-sensory approaches**

Provide sensory-rich learning experiences through touch, hearing, vision, kinaesthesia and movement, using everyday activities.

### **Organised and planned approach**

Present activities in a clear, structured and logical manner. Prepare and plan ahead so activities are presented clearly and incrementally.

### **Peer supports**

Use other children as positive role models and to offer support.

### **Physical supports, equipment, aids and adaptations**

Changes to a child's physical environment to facilitate their engagement and promote independence in tasks, which may include the use of a piece of equipment or systems.

### **Planned ignoring of inappropriate behaviour**

A structured and planned approach of not reinforcing negative actions, by not providing focused attention.

### **Positive praise and reinforcement**

Using affirmative comments to reinforce acceptable and appropriate behaviour and/or hard work or attempts at such. Immediately reward appropriate behaviour.

### **Practice**

Encourage children to repeat, rehearse and exercise a particular skill in various contexts, in order to master it as well as they can.

### **Prepare child for change/new environment**

Let the child know in advance what is about to happen and the anticipated experience.

### Promote independence

Assist the child to complete tasks initially with minimal assistance and then on their own.

### Reduce amount and complexity of language

Keep language structures short, simple and easily understandable; appropriate to the needs of the child.

### Reduce noise and distractions

Limit visual and auditory diversions in the environment to enable children to 'tune in' and learn successfully.

### Reframing of incidents

Explain or expand on reasons for an event or behaviour.

### Repetition

Applies to both adult and child. Adult repeats verbal instructions as necessary; the child may need to perform a task several times in order to learn effectively.

### Rewards

Offer a positive reinforcement (tangible or intangible) in return for a behaviour you want to see, eg putting hand up to answer a question.

### Routines

Repetitive and predictable patterns of activities and events.

### Scaffolding

Instructional supports put in place to support learning, building on what skills the child has and facilitating them to further develop these.

### Sensory supports

Activities and/or objects which meet different sensory needs, eg music, objects which produce sound/light, objects which apply pressure, movement breaks.

### Sewing cards

Cards punched with holes, which you can use with a large sized needle and wool or ribbon, to sew in and out of the holes.

### Simplify language used

Reduce complexity of language to match child's ability.

### Small group activities

Use small groups of children to encourage team working, peer support and interaction.

### Special person day

Used to boost self-esteem – the child chosen to be the 'special person' receives extra privileges that day, eg sits in a special chair or is chosen to line up first.

### Structured day

Keep the layout of the day prepared, ordered and predictable.

### Supplement verbal with non-verbal information

Add non-verbal cues (eg gestures, facial expressions, key word signs) to spoken language when communicating with a child.

### Support separation

Enable children and parents to develop an appropriate routine to being parted, for example encourage parent to say goodbye confidently and leave, or use a transitional object.

### Support movement

Assist the child to move, eg taking hands to stand, providing push/pull toys.

### Symbolic noise

A noise made to represent a shared meaning, eg moo, broom broom, choo choo.

### **Tactile cues and support**

Use sense of touch to aid learning, mainly in literacy, eg tracing letters in sand, feeling shapes of letters (similar to kinaesthetic learning).

### **Talking and listening opportunities**

Provide as many opportunities as possible for communication and verbal interaction.

### **Talking stickers**

A sticker with a small audio memory that allows you to record a message and attach it to an object. When the child presses the sticker it repeats the recorded message.

### **Therapeutic story**

A simple story for children, using metaphor, with themes relating to emotions (such as anger management, trauma, anxiety, loss, bullying, divorce, abuse and identifying feelings) to help them cope and understand their experiences.

### **Variety**

Mix up activities and include elements of novelty to maintain a child's interest level.

### **Visual cues and supports**

Gestures, pictures and signs to facilitate engagement and learning.



