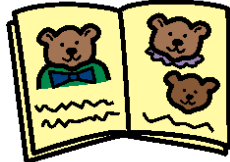


Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note	
- Initiates conversations, attends to and takes account of what others say. (PSED 40-60+) - Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+) - Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) - Two-channelled attention – can listen and do for short span. (CL 40-60+) - Responds to instructions involving a two-part sequence. (CL 40-60+) - Understands humour, e.g. nonsense rhymes, jokes. (CL 40-60+) - Able to follow a story without pictures or props. (CL 40-60+) - Listens and responds to ideas expressed by others in conversation or discussion. (CL 40-60+) - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (CL 40-60+) - Uses language to imagine and recreate roles and experiences in play situations. (CL 40-60+) - Links statements and sticks to a main theme or intention. (CL 40-60+) - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+) - Introduces a storyline or narrative into their play. (CL 40-60+) - Continues a rhyming string. (L 40-60+) - Hears and says the initial sound in words. (L 40-60+) - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (L 40-60+) - Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+) - Begins to read words and simple sentences. (L 40-60+) - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (L 40-60+) - Enjoys an increasing range of books. (L 40-60+) - Knows that information can be retrieved from books and computers. (L 40-60+) - Gives meaning to marks they make as they draw, write and paint. (L 40-60+) - Begins to break the flow of speech into words. (L 40-60+) - Continues a rhyming string. (L 40-60+) - Hears and says the initial sound in words. (L 40-60+) - Can segment the sounds in simple words and blend them together. (L 40-60+) - Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+) - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L 40-60+) - Writes own name and other things such as labels, captions. (L 40-60+) - Attempts to write short sentences in meaningful contexts. (L 40-60+) - Looks closely at similarities, differences, patterns and change. (UTW 40-60+)		Book Area Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling 	
		Effective Practice	Permanent Resources
		Adults to introduce vocabulary (use of words, symbols and signs) eg- Book, page comic, picture, puppet, rhyme, Story, information Character names in stories Settings e.g. castle, farm, park, school. Word, sentence, sound. Model reading and share books with children Adults to ask simple questions to extend learning e.g- Do you like this book? Which is your favourite story? Can you find.....? Can you turn the page? Which story puppet do you like best? Can you find the word that rhymes with...?	Open shelves and storage boxes, bean bags and large cushions, soft toys and puppets. Wide range of books - picture, fiction and rhyme, sound books, lift the flap books, non fiction, multicultural/different needs, sensory, comics and catalogues, big books, home made/photo books, books linked to themes or topics of interest, dual language books, instruction leaflets, recipe cards/books, Atlas, road/street maps. Display relating to current interests/themes, children's favourites books. CD's and tapes of rhymes, stories, songs and spoken words, posters, pictures and postcards, story or rhyme sacks or boxes. Objects and games to support phonological awareness.
Intended Experiences	Characteristics of Effective Learning		
Discover how to handle books carefully. Hold books the correct way up and turn pages one at a time. Enjoy looking at pictures Opportunities to use different voices to tell stories Talk about, how characters from stories feel. Have some favourite stories, rhymes and poems. Developing listening skills. To use stories they hear in their play. Begin to be aware of the way stories are structured. Suggest how the story might begin/end. Show interest in illustrations and print in books and their environment. Understand that print carries meaning and is a means of communication. Enjoy an increasing range of books. Understand that information can be retrieved from books.	Unique Child	Positive Relationships	Enabling Environments
	<u>Playing and Exploring (engagement)</u> - Pretending objects are things from their experience - Representing their experiences in play - Taking a role in their play - Acting out experiences with other people <u>Active Learning (motivation)</u> - Initiating activities - Maintaining focus on their activity for a period of time - Showing high levels of energy, fascination - Not easily distracted - Paying attention to details <u>Creating & Thinking Critically (thinking)</u> - Thinking of ideas - Making links and noticing patterns in their experience	<u>Playing and Exploring (engagement)</u> - Play with children. Encourage them to explore, and show your own interest in discovering new things. - Join in play sensitively, fitting in with children's ideas. - Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. <u>Active Learning (motivation)</u> - Stimulate children's interest through shared attention, and calm over-stimulated children. - Encourage children to learn together and from each other. <u>Creating & Thinking Critically (thinking)</u> - Value questions, talk, and many possible responses, without rushing toward answers too quickly - Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.	<u>Playing and Exploring (engagement)</u> - Make sure resources are relevant to children's interests - Help children concentrate by limiting noise, and making spaces visually calm and orderly. - Ensure children have uninterrupted time to play and explore <u>Active Learning (motivation)</u> - Ensure children have time and freedom to become deeply involved in activities - Keep significant activities out instead of routinely tidying them away <u>Creating & Thinking Critically (thinking)</u> - Plan linked experiences that follow the ideas children are really thinking about

